# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Applied U.S. History

| Priority Standard | Description |
|---|---|
| USH.1.2.a.1 | Summarize the major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. |
| USH.1.3.a.1 | List the significance of controversies pertaining to slavery, abolitionism, and social reform movement. |
| USH.2.3.a.1 | List the factors associated with the development of the West and how these factors affected the lives of those who settled there. Ex.) Homestead act, discovery of gold and silver |
| USH.2.4.a.1 | Explain how the lives of American Indians changed with the development of the West. |
| USH.3.4.a.1 | Identify key points of the 19th amendment and significance of this amendment. |
| USH.3.6.a.1 | Analyze the reasons why the United States became involved in World War I. |

# PRIORITY STANDARDS

## COURSE: Applied U.S. History

| Priority Standard | Description |
|---|---|
| USH4.4.a.1 | List technological Development during the 1920's.<br>Examples) Model T, assembly line, consumer goods |
| USH4.5.a.1 | List causes of the Great Depression<br>Example) buying on credit, overproduction of consumer goods |
| USH4.7.a.1 | Identify how Great Depression affected standard of living |
| USH4.9.a.1 | List New Deal Programs<br>Examples) FERA, PWA, WPA |
| USH5.3.a.1 | Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. |
| USH5.4.a.1 | Identify key leaders and events from World War II and explain the significance of each. |
| USH5.7.a.1 | List ways Americans contributed to WWII on the home front |
| USH5.9.a.1 | Identify who, what, when, where, why's of the atomic bomb |

# PRIORITY STANDARDS

## COURSE: Applied U.S. History

| Priority Standard | Description |
|---|---|
| USH6.1.a.1 | Define the Cold War |
| USH6.2.a.1 | List aspects of the Civil Rights movement |
| USH8.2.a.1 | Describe developing trends in science and technology and explain how they impact the lives of Americans today such as NASA and space programming, identification of DNA, the Internet, global climate change, and US energy policy. |
| USH8.8.a.1 | Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Applied Algebra

| Priority Standard | Description |
|---|---|
| MA.AL.RNE.1.a.1 | Classify numbers within a real number system |
| MA.AL.F.2.a.1 | Given a graph, describe the defining features of a function. |
| MA.AL.F.2.a.2 | Given the qualitative features, sketch a graph. |
| MA.AL.L.3.a.1 | Represent a real-world situation using a proportion |
| MA.AL.L.11.a.1 | Solve literal equations for a specified variable. |
| | |

# PRIORITY STANDARDS

## COURSE: Applied English/Language Arts

| Priority Standard | Description |
|---|---|
| RN.1.a.1 | Read a variety of grade-level appropriate literature.<br>Read a variety of nonfiction texts |
| RN.1.a.2 | Comprehend a variety of grade-level appropriate literature.<br>Comprehend a variety of nonfiction texts. |
| W.3.3.a.6 | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters in a narrative composition |
| RV.2.1.a.1 | Cite strong and thorough textual evidence to support analysis of what a text says explicitly. |
| W.5.a.6 | Present information, choosing from a variety of formats |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Introduction to Accounting

| Priority Standard | Description |
|---|---|
| 1.1 | Define accounting and explain the purpose of the accounting system |
| 1.2 | Explain the importance of following Generally Accepted Accounting Principles (GAAP) and interpret the standards correctly. |
| 1.3 | Demonstrate a working knowledge of the fundamental accounting equation |
| 1.4 | Discuss the purpose of the elements of financial statements: assets, liabilities, contributions by owners, distributions to owners, equity, revenues, expenses, gains, and losses |
| 1.5 | Identify a variety of source documents |
| 1.6 | Analyze business transactions using source documents and interpret their effect on the accounting equation. |

# PRIORITY STANDARDS

## COURSE: Introduction to Accounting

| Priority Standard | Description |
|---|---|
| 1.7 | Explain the double-entry system of accounting and demonstrate the applications of the debit and credit rules when recording and analyzing business transactions |
| 1.8 | Journalize business transactions using various journal formats. |
| 1.9 | Explain the purpose of a journal and its relationship to the ledger through postings |
| 1.10 | Construct and maintain the chart of accounts |
| 2.2 | Specify the importance of internal cash control and banking activities and demonstrate their use. |
| 2.3 | Explain the use of and maintain the accounts receivable subsidiary ledger. |
| 2.9 | Identify the components of owner's equity and their effect on financial statements. |
| 2.10 | Discuss the purpose of capital and drawing accounts for sole proprietorships and partnerships. |

# COURSE: Introduction to Accounting

| Priority Standard | Description |
|---|---|
| 2.18 | Differentiate between cost of goods sold and general operating expenses |
| 3.4 | Use Generally Accepted Accounting Principles (GAAP) to apply the revenue realization and matching principles in the preparation of financial statements. |
| 4.3 | Generate and maintain employee and employer payroll records |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Advanced Accounting

| Priority Standard | Description |
|---|---|
| 1.2 | Collect and verify source document |
| 1.3 | Analyze business transactions using source documents and interpret the effect on the accounting equatio |
| 1.4 | Journalize business transactions using special journal formats. |
| 1.7 | Create, evaluate and analyze financial statements and describe the way each interrelates with the othe |
| 1.8 | Execute the closing process by journalizing and posting the closing entries and preparing the post-closing trial balance. |
| 2.1 | Differentiate current and long-term assets and analyze their effect on financial statements. |

# PRIORITY STANDARDS

## COURSE: Advanced Accounting #4522

| Priority Standard | Description |
|---|---|
| 2.2 | Identify and apply cash control techniques |
| 2.3 | Apply appropriate accounting techniques for uncollectible accounts. |
| 2.4 | Explain the purpose of notes receivable; establish, calculate, and maintain records for receivables and related interest. |
| 2.5 | Compare and contrast inventory and costing procedures. |
| 2.6 | Apply appropriate accounting concepts and techniques for acquisition, depreciation, depletion, and disposal of assets. |
| 2.7 | Explain, compare, and analyze various depreciation methods and their effect on the value of assets. |
| 3.6 | Discuss the importance of integrity, confidentiality, and high ethical standards in the preparation of financial statements |
| 6.1 | Read and interpret financial statements |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Digital Application and Responsibility I (DAR I)

| Priority Standard | Description |
|---|---|
| 1.1 | Apply technology as a means to create business, industry, and professional tasks and develop strategies for solving problem |
| 1.2 | Use appropriate technology to plan, develop, edit and present material to different types of audiences both in a group or individually (i.e., paper, web page, multimedia presentation, publications, speech, hypermedia, etc.) |
| 1.5 | Apply an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developer |
| 2.4 | Explain the use of various document types and how they related to different situations (school, work, home, etc |
| 3.2 | Apply relative, absolute, mixed cell references and advanced features (i.e. naming ranges; track, accept and reject changes; formatting, filtering and protection) in formulas and printing |
| 3.4 | Edit and label chart components (i.e. axis, legends, titles, and databases) |

# PRIORITY STANDARDS

## COURSE: DAR I

| Priority Standard | Description |
|---|---|
| 4.1 | Demonstrate how electronic presentations are create |
| 4.2 | Apply Industry design guidelines to create, manipulate and enhance visual presentations |
| 4.4 | Create a stand-alone presentation with video, embedded objects, specialized features, by modifying and designing templates |
| 5.1 | Create database objects such as tables, forms and queries |
| 5.2 | Use advanced functions to filter, extract, and split databases and cross reference |
| 5.3 | Use a database application software to create or modify a database structure, enter records in a database, create reports, sort and index a database |
| 6.2 | Apply and adapt best practices for internet research |
| 7.2 | Take computer-based narrative tests and computer adaptive timed tests for topic remediation and support |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

**COURSE:** DAR II

| Priority Standard | Description |
|---|---|
| DAR 1.1 | Apply technology as a means to create business, industry, and professional tasks and develop strategies for solving problems |
| DAR-1.2 | Use appropriate technology to plan, develop, edit and present material to different types of audiences both in a group or individually (i.e., paper, web page, multimedia presentation, publications, speech, hypermedia, etc.) |
| DAR-1.3 | Integrate information and communication technology to analyze a real-world problem, design and implement procedures to monitor information, set timelines, and evaluate progress toward the solution |
| DAR-1.5 | Apply an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers |
| DAR-2.2 | Use advanced features to create combo boxes, macros, newsletters with mastheads, multi-column brochures, multi-page books, forms wizards, composition, table of contents, and mail merge |
| DAR-3.3 | Create and evaluate formulas and functions; customize formats; pivot tables and charts; and edit and run command buttons, macros and macros with buttons |

# PRIORITY STANDARDS

## COURSE: DAR II

| Priority Standard | Description |
|---|---|
| DAR-3.5 | ink and merge worksheets/workbooks; importing and exporting data to and from spreadsheets |
| DAR-4.3 | Demonstrate presentation skills by creating well-organized, audience-appropriate presentations such as informative, entertaining, instructional, while using proper public speaking techniques |
| DAR-4.4 | Create a stand-alone presentation with video, embedded objects, specialized features, by modifying and designing templates |
| DAR-6.2 | Apply and adapt best practices for internet research |
| DAR-6.4 | Explain concepts of internet privacy and security |
| DAR-7.2 | Take computer-based narrative tests and computer adaptive timed tests for topic remediation and support |
| DAR-8.6 | dentify preventative maintenance products and techniques |
| DAR-8.7 | Establish knowledge of computer technology in relationship to networks |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Early Childhood Education I (ECE) #5412

| Priority Standard | Description |
|---|---|
| 2.2 | Explain the roles and functions of individuals engaged in early childhood, education, and services (Pre-PAC, 1A) |
| 2.7 | Analyze the effects of early childhood, education, and services on local, state, national and global economics |
| 3.14 | Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities (Pre-PAC, 4E |
| 4.1 | Identify and practice appreciation for diversity, including diversity in family units and roles (ECED-100, #8) (Pre-PAC, 7A) |
| 6.3 | Develop, integrate, and implement Developmentally Appropriate strategies that promote the child's social, self, cognitive, creative, physical, and communication development (ECED-103,#1, #2) (Pre-PAC,2E) |
| 6.4 | Implement learning activities in all curriculum areas that meet the developmental |

# COURSE: Early Childhood Education I

| Priority Standard | Description |
|---|---|
| 6.6 | Explore and identify various theories regarding guidance strategies for children (ECED100, #11 |
| 7.1 | Demonstrate content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts: mathematics: science, physical activity, physical education, health and safety; social studies that promote comprehensive developmental and learning outcomes for young children (NAEYC 5a) |
| 7.5 | Analyze a variety of curriculum and instructional models for appropriateness in meeting children's developmental needs and interests (Pre-PAC, 3A) |
| 8.2 | Recognize and explore various curriculums and settings for early childhood education programs (ECED-100, #4) |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Education Professions I

| Priority Standard | Description |
|---|---|
| 1.1 | Examine roles, functions, education and training, and licensure/certification requirements of individuals engaged in education and related careers. |
| 1.2 | Explain personal characteristics, abilities, knowledge, skills, and requirements needed to work as a competent educator in education and related careers. |
| 1.3 | Understand ethical and legal standards and principles that impact education and related careers, including liability and confidentiality in family/school relationships. |
| 1.4 | Recognize the symptoms of child abuse and neglect and the appropriate reporting protocol. |
| 2.1 | Apply basic learning theories and principles to learners. |
| 2.2 | Examine how effective teaching practices accommodate learning styles, learning differences, and special needs |

# PRIORITY STANDARDS

## COURSE: Education Professions I

| Priority Standard | Description |
|---|---|
| 2.3 | Explain how language, culture, and educational background affect learning and schools |
| 2.7 | Identify the cultural, environmental, and family factors that affect the students in schools |
| 3.2 | Establish instructional goals that are developmentally appropriat |
| 3.4 | Utilize relevant standards in instructional planning and assessment. |
| 4.1 | Determine classroom management procedures that support learning. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Education Professions II

| Priority Standard | Description |
|---|---|
| 1.2 | Demonstrate personal characteristics, abilities, knowledge, skills, and requirements needed to work successfully in education and related careers |
| 1.3 | Understand ethical and legal standards and principles that impact education and related careers, including liability and confidentiality in family/school relationships |
| 1.7 | Construct and assemble career preparatory materials, including but not limited to: Resume, Career Portfolio Requirements, Research, FCCLA Teach and Train STAR Event, etc |
| 2.1 | Apply learning and instructional theories and principles to learners |
| 2.5 | Determine management strategies that promote positive student behavior while engaging students in learning |
| 3.1 | Assess curriculum and instruction models to determine usage |

# PRIORITY STANDARDS

## COURSE: Education Professions II

| Priority Standard | Description |
|---|---|
| 3.2 | Establish instructional goals that are developmentally appropriate |
| 3.3 | Develop organizational and managerial skills that enhance performance |
| 3.5 | Apply principles and elements of effective instruction and assessment in the field experience setting. |
| 4.2 | Design a plan for materials, furnishings, and other resources to create safe and effective instructional environments |
| 5.1 | Apply a variety of teaching strategies to impact student learning. |
| 5.3 | Demonstrate how to integrate assessment into teaching and learning. |
| 5.4 | Evaluate student data to guide instruction. |
| 5.6 | Demonstrate discussion and questioning techniques that promote critical thinking and problem solving |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Interdisciplinary Cooperative Education (ICE)

| Priority Standard | Description |
|---|---|
| 6.1.3 | Distinguish between ethical and non-ethical behaviors |
| 6.3.2 | Describe examples of discrimination forbidden by law |
| 7.2.3 | Explain laws in the workplace that protect the worker |
| 8.1.1 | Identify causes of accidents and apply safety procedures to prevent accidents |
| 8.1.2 | Describe how costs of accidents affect workers, employers, and the economy |
| 8.1.3 | Identify governmental agencies that protect people's health and safety |

# COURSE: Interdisciplinary Cooperative Education (ICE)

| Priority Standard | Description |
|---|---|
| 8.2.1 | Explain the guidelines to stay physically healthy |
| 8.2.2 | Assess stress factors in the workplace and at home |
| 8.2.3 | Apply the principles of anger management |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Preparing For College and Careers

## # 5394

| Priority Standard | Description |
|---|---|
| 1.1 | Assess personal, family and community standards, values and ethics. |
| 1.2 | Analyze personal aptitudes, traits, interests, attitudes, and skills. |
| 1.3 | Determine personal priorities and goals for life and career |
| 1.4 | Determine learning style preferences and their application to lifelong learning |
| 2.1 | Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways. |
| 2.2 | Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways. |

# PRIORITY STANDARDS

## COURSE Preparing For College and Careers

## # 5394

| Priority Standard | Description |
|---|---|
| 2.3 | Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change |
| 2.4 | Use appropriate technology and resources to research and organize information about careers. |
| 3.1 | Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two- and four-year college programs |
| 3.2 | Examine public and private colleges and other postsecondary educational options |
| 3.3 | Demonstrate knowledge of the statewide resources available to explore college and postsecondary options. |
| 3.4 | Demonstrate knowledge of the cost of postsecondary educational options and various financial aid options. |
| 4.1 | Demonstrate skills for questioning and posing problems, thinking independently, and communicating decisions with clarity and precision |
| 4.2 | Analyze choices, options and consequences of life and career decisions. |

# PRIORITY STANDARDS

## COURSE Preparing For College and Careers

## # 5394

| Priority Standard | Description |
|---|---|
| 4.3 | Apply a decision-making process to identify short- and long-term life and career goals. |
| 5.1 | Apply knowledge of Core 40 and Honors diploma requirements to create a high school graduation plan. |
| 5.2 | Apply decision-making processes to making a plan for postsecondary education and career. |
| 5.3 | Design a flexible career plan that incorporates life-long learning and career advancement options. |
| 5.4 | Evaluate high school graduation plan, post-secondary plan and career plans in light of decisions about college and career pathways and options. |
| 6.1 | Flexibility and Adaptability • Integrate roles, responsibilities and relationships in a climate of ambiguity and changing priorities. • Evaluate strategies for incorporating feedback and change in a variety of contexts. |
| 6.2 | Initiative and Self-Direction • Prioritize tactical (short-term) and strategic (long-term) goals. • Work independently and complete tasks without supervision. • Demonstrate initiative to assess past experiences, plan future progress, and expand lifelong learning opportunities to advance skill levels towards a professional level. |
| 6.3 | Social and Cross-Cultural Skills • Interact effectively with others in a respectable, professional manner. • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. • Respond open-mindedly to different ideas and values. • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work. |

# PRIORITY STANDARDS

## COURSE: Preparing For College and Careers

## # 5394

| Priority Standard | Description |
|---|---|
| 6.4 | Productivity and Accountability Demonstrate additional attributes associated with producing high quality products including the abilities to: • Work positively and ethically. • Manage time and projects effectively. • Participate actively, as well as be reliable and punctual. • Present oneself professionally and with proper etiquette. • Collaborate and cooperate effectively in teams. Be accountable for results. |
| 6.5 | Leadership and Responsibility • Use interpersonal and problem-solving skills to influence and guide others toward a goal. • Inspire others to reach their very best via example and selfless-ness. • Demonstrate integrity and ethical behavior in using influence and power. • Receive and give constructive criticism. Act responsibly with the interests of the larger community in mind. |
| 7.1 | Demonstrate knowledge, skills, and attitudes needed for seeking employment • Career op-portunity research. • Personal and career portfolio. • Interviewing. • Networking. |
| 7.2 | Demonstrate knowledge and skills needed for effective communication in school, life and career settings |
| 7.3 | Demonstrate understanding of employer and employee expectations. |
| 7.4 | Demonstrate standards of legal and ethical behavior in human, cultural, and societal issues related to technology and digital citizenship. |
| 7.5 | Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for specific school, life and career settings. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Business Management

| Priority Standard | Description |
|---|---|
| 1.1 | Explore the evolution of management theory |
| 1.4 | Analyze a strategic plan to meet the needs of business operations |
| 1.5 | Assess role of government regulation in business |
| 1.7 | Differentiate between the legal forms of business ownership and organizational structures |
| 1.10 | Describe the characteristics of the franchising Industry |
| 1.11 | Evaluate classical, behavioral, and quantitative management theory, as well as identify and describe contemporary management perspectives |

# PRIORITY STANDARDS

## COURSE: Business Management

| Priority Standard | Description |
|---|---|
| 2.1 | Identify cycle of recruitment, hiring, evaluation, training, and dismissal of employees |
| 2.3 | List and describe the human resource functions in business |
| 2.7 | Discuss various forms of scheduling |
| 3.1 | Construct and interrupt financial documents |
| 3.3 | Apply concepts of financial analysis |
| 3.5 | Examine the principles of short- and long-range financial planning |
| 3.7 | Identify and describe the major purposes for and types of forecasting techniques |
| 4.1 | Develop a vision, mission statement, and goals for strategic plans within a business |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Economics

| Priority Standard | Description |
|---|---|
| E1.4 | Explain that voluntary exchange occurs when households, businesses, and governments expect to gain |
| 1.5 | Define scarcity and explain how choices incur opportunity costs and tradeoffs. |
| E1.6 | Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth. |
| E1.8 | Describe how clearly defined and enforced property rights are essential to a market economy. |
| E2.1 | Define supply and demand and explain the causes of the Law of Supply and the Law of Demand. |
| E2.2 | Recognize that consumers ultimately determine what is produced in a market economy |

# PRIORITY STANDARDS

## COURSE: Economics

| Priority Standard | Description |
|---|---|
| E2.3 | Illustrate how supply and demand determine equilibrium price and quantity. |
| E2.6 | Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses |
| E2.7 | Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity, as well as other factors. |
| E3.3 | Compare and contrast the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition; explain how various amounts of competition affect price and quantity. |
| E3.4 | Recognize the benefits of natural monopolies (economies of scale) and explain the purposes of government regulation of these monopolies. |
| E4.1 | Explain the roles of government in a market economy |
| E4.5 | Define progressive, proportional, and regressive taxation and determine whether different types of taxes (including income, sales, and Social Security) are progressive, proportional, or regressive. |
| #4.7 | Define the national debt, explain the effects of the debt on the economy, and explain how to achieve a balanced budget. |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Introduction to Manufacturing 1

| Priority Standard | Description |
|---|---|
| ITM-2.5 | Demonstrate the design process for developing a product for production. |
| ITM-3.2 | Determine the appropriate product processes and equipment used to create a product. |
| ITM-3.3 | Explain and identify the significance of quality control within product manufacturing |
| ITM-3.8 | Describe the procedures used in selecting and sequencing operations |
| ITM-4.3 | Recognize and properly use safety equipment |
| ITM-5.3 | Demonstrate managing of resources |

# PRIORITY STANDARDS

## COURSE: Introduction to Manufacturing 1

| Priority Standard | Description |
|---|---|
| ITM-5.6 | Differentiate among a raw material standard stock and finished products |
| ITM-6.2 | Interpret basic drawings and symbols of technical sketching |
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# PRIORITY STANDARDS

## COURSE: Introduction to Manufacturing 1

| Priority Standard | Description |
|---|---|
| ITM-5.6 | Differentiate among a raw material standard stock and finished products |
| ITM-6.2 | Interpret basic drawings and symbols of technical sketching |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Introduction to Manufacturing 2

| Priority Standard | Description |
|---|---|
| ITM-2.1 | Utilize the basics of product design. |
| ITM-3.5 | Investigate the different types of manufacturing processes. |
| ITM-4.3 | Recognize and properly use safety equipment. |
| ITM-4.5 | Operate equipment and tools using the appropriate safety rules. |
| ITM-4.7 | Choose the right equipment or tool for the project/job. |
| ITM-5.2 | Explain how production is affected by the availability, quality, and quantity of resources. |

# PRIORITY STANDARDS

## COURSE: Introduction to Manufacturing 2

| Priority Standard | Description |
|---|---|
| ITM-6.1 | Identify and describe how precision and consistency are essential to the process of manufacturing. |
| ITM-6.3 | Create prototypes in solid modeling software. |
| ITM-8.2 | Program and use automated robotic systems. |
| ITM-8.5 | Create a manufacturing cell for use. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Introduction to Advanced Manufacturing and Logistics

| Priority Standard | Description |
|---|---|
| IML-1.4 D | Develop an understanding of product processing and the equipment associated with it |
| IML-1.5 | Explain the significance of quality control within product manufacturing |
| IML-2.1 | Discuss material handling, storage, and shipping methods |
| IML-2.5 | Discuss layout plans for processing packages |
| IML-3.6 | Explore value added services to improve quality and efficiency |
| IML-4.1 | Develop a strong understanding of profits and losses |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| IML-4.5 | Explain why there is a need for operations in logistics |
| IML-5.1 | Develop an awareness of process flow principles |
| IML-5.3 | Compile basic machine operations skills |
| IML-5.4 | Practice essential mechanical skills |
| IML-6.3 | Explain the importance of production planning and workflow within logistics |
| IML-6.6 | Explore continuous improvement to increase product quality |
| IML-7.1 | Identify hazards and apply safety methods for working in manufacturing jobs |
| IML-7.2 | Identify rules and laws designed to promote safety and health in the transportation, distribution, and logistics environments |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| IML-7.3 | Demonstrate proper use of safety equipment |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Introduction to Engineering Design—PLTW

| Priority Standard | Description |
|---|---|
| IED-0.3.2 | Apply sketching and annotation skills to document work. |
| IED-0.3.4 | Document project components into an engineering notebook. |
| IED-0.3.3 | Produce working drawings using appropriate drawing styles and techniques. |
| IED-1.5.4 | Apply the steps of the design process as they are used to solve a problem. |
| IED-1.5.7 | Assess and refine original design solutions based upon reflection, critique, practice, and re-search. |
| IED-2.6.2 | Interpret and develop appropriate annotations for technical drawings |

# PRIORITY STANDARDS

## COURSE: Introduction to Engineering Design — PLTW

| Priority Standard | Description |
|---|---|
| IED-2.6.10 | Identify and produce multiview drawings in proper orientation, scale, and proportion through methods of orthographic projection. |
| IED-3.7.4 | Create an innovation to a system or product using information obtained from a product analysis. |
| IED-4.8.3 | Collaborate on engineering projects by working in design teams to solve valid problems. |
| IED-6.10.2 | Utilize appropriate modeling materials to construct a physical model such as a prototype or mock-up. |
| IED-6.10.3 | Interpret the details of a sketch and generate physical or computer models using appropriate modeling materials and techniques. |
| IED-7.11.2 | Analyze products or systems by identifying problematic features to generate potential solutions. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: PLTW—Engineering Design and Development

| Priority Standard | Description |
|---|---|
| EDD– 0.1.1 | Demonstrate relevant safety practices when using tools and equipment as determined by task, materials, environment, and protective attire. |
| EDD– 0.1.2 | Apply corrective action(s) to eliminate hazards. |
| EDD– 0.3.2 | Apply sketching and annotation skills to document work. |
| EDD– 0.3.3 | Produce working drawings using appropriate drawing styles and techniques. |
| EDD– 0.3.4 | Document project components into an engineering log. |
| EDD– 0.4.5 | Synthesize information collected during the research process |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| EDD –1.5.2 | Justify how the problem exists for a group of stakeholders by analyzing market research. |
| EDD– 1.5.3 | Define the problem by utilizing a Design Brief with criteria and constraints. |
| EDD– 2.6.8 | Devise a plan for building a prototype. |
| EDD– 2.6.9 | Construct an operational prototype. |
| EDD– 3.7.2 | Develop an unbiased prototype testing plan with qualitative and quantitative measures to test the effectiveness of the design solution. |
| EDD– 3.7.6 | Defend the validity of the data collected during testing. |
| EDD-3.7.10 | Refine solution until design specifications are met. |
| EDD – 4.8.1 | Organize research information and data compiled throughout the design process |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| EDD – 4.8.4 | Reflect on the design process and create recommendations for possible next steps. |
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# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| CIM-6.4 | Define and apply the fundamental and advanced milling and turning procedures used in manufacturing processes. |
| CIM-8.6 | Recognize the working relationship between the CNC mill and the robot. |
| CIM-8.7 | Demonstrate how individual components work together to form a complete CIM system. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: PLTW—Principles of Engineering

| Priority Standard | Description |
|---|---|
| POE—1.6 | Calculate circuit resistance, current, and voltage using Ohm's law. |
| POE—1.8 | Analyze relationships between voltage, current, and resistance. |
| POE—2.7 | Use the method of joints strategy to determine forces acting on an object. |
| POE—3.4 | Analyze material properties used to create products. |
| POE—4.1 | Demonstrate the calculation of projectile motion given parameters. |
| POE—4.5 | Analyze the forces acting on an object while in motion. |

# PRIORITY STANDARDS

## COURSE: PLTW—Principles of Engineering

| Priority Standard | Description |
|---|---|
| POE—10.1 | Adapt and apply six simple machines, their attributes, and components. |
| POE—10.5 | Determine efficiency in a mechanical system. |
| POE—5.3 | Illustrate the use of statistics in the engineering design process. |
| POE—7.1 | Create control system operating programs that utilize computer software. |
| POE—7.6 | Describe applications of process control and automation systems. |
| POE—8.5 | Present a workable solution to the design problem. |
| POE—9.3 | Identify and describe different engineering disciplines. |
| POE—6.7 | Differentiate between the characteristics of pneumatic and hydraulic systems. |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: PLTW—Principles of Engineering

| Priority Standard | Description |
|---|---|
| POE-1.6 | Calculate circuit resistance, current, and voltage using Ohm's law. |
| POE-1.8 | Analyze the relationships between voltage, current, and resistance |
| POE-2.6 | Use equations of equilibrium to calculate unknown forces. |
| POE-3.2 | Demonstrate calculation of product mass properties as used for properties and testing documentation. |
| POE-4.1 | Demonstrate the calculation of projectile motion given parameters |
| Core Standard 5<br>POE-10.1 | Adapt and apply six simple machines, their attributes, and components |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| POE-10.3 | Design, create, and test gear, pulley, and sprocket systems. |
| POE-5.3 | Illustrate the use of statistics in the engineering design process. |
| POE-6.2 | Calculate values in a fluid power system. |
| POE-6.8 | Identify and explain basic components and functions of fluid power devices. |
| POE-7.1 | Create control system operating programs that utilize computer software. |
| POE-7.3 | Choose appropriate input and output devices based on the need of a technological system. |
| POE-7.7 | Apply design concepts to problems in process control and automations systems |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Robotics Design and Innovation 1

| Priority Standard | Description |
|---|---|
| RDI-3.3 | Evaluate which mechanisms and systems will best perform each task. |
| RDI-3.5 | Document the design process. |
| RDI-4.3 | Compare and contrast how gear ratios affect speed and torque. |
| RDI-5.1 | Analyze mobility methods for optimal performance. |
| RDI-6.2 | Generate methods of storing and transporting objects from one point to another. |
| RDI-7.2 | Evaluate and design multi-step programs. |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| RDI-7.8 | Troubleshoot programs and systems. |
| RDI-8.3 | Communicate required deadlines and progress |
| RDI-8.4 | Maintain documentation of design choices, progress, & outcomes. |
| RDI-9.4 | Generate a summary of the design process leading to the completed product that can be shared with the class and industry professionals that support the design review |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Robotics Design and Innovation 2

| Priority Standard | Description |
|---|---|
| RDI-2.4 | Investigate how innovations in robotics impacts industrial, commercial, and societal change. |
| RDI-3.4 | Assess the effect that a change in one part of a system is likely to have on the system as a whole |
| RDI-5.1 | Analyze mobility methods for optimal performance. |
| RDI-6.1 | Compare and contrast various methods of manipulating objects of different sizes and shapes |
| RDI-6.3 | Evaluate optimal use of sensors to carry out a specific task. |
| RDI-7.2 | Evaluate and design multi-step programs. |

# PRIORITY STANDARDS

## COURSE: Robotics Design and Innovation 2

| Priority Standard | Description |
|---|---|
| RDI-8.4 | Maintain documentation of design choices, progress, and outcomes. |
| RDI-9.4 | Generate a summary of the design process leading to the completed product that can be shared with the class and industry professionals that support the design review |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Construction Trades 1

| Priority Standard | Description |
|---|---|
| ICON-1.3 | Identify and use safety equipment while in a construction environment |
| ICON-1.4 | Demonstrate knowledge of rules and regulations regarding the safe use of hand and power tools |
| ICON-1.5 | Demonstrate knowledge of the care and maintenance of hand and power tools. |
| ICON-1.6 | Choose the appropriate tool to use in different construction tasks |
| ICON-4.5 | Interpret and use drawing dimensions |
| ICON-4.6 | Create a set of basic drawings for a structure |

# PRIORITY STANDARDS

## COURSE: Construction Trades 1

| Priority Standard | Description |
|---|---|
| ICON-5.1 | Solve job-related problems by adding, subtracting, multiplying, and dividing numbers, using fractions, decimals, and whole numbers |
| ICON-5.5 | Solve problems for volume, weight, area, circumference, and perimeter measurements for rectangles, squares, and cylinders |
| ICON-5.9 | Read a ruler and a tape measure |
| ICON-7.5 | Demonstrate appropriate selection, handling, storage, and proper use of construction materials |
| ICON-7.6 | Evaluate different material types and their applications to choose appropriate materials for the job |
| ICON-2.4 | Conduct a job search and identify advanced-training opportunities -2.7 Demonstrate knowledge of the industry licenses and certifications available |
| ICON-2.5 | Demonstrate knowledge of the job opportunities that are available to entry level employees |
| ICON-2.6 | Demonstrate knowledge of the post-secondary training opportunities that are available ICON |

# PRIORITY STANDARDS

## COURSE: Construction Trades 1

| Priority Standard | Description |
|---|---|
| ICON-9.3 | Choose the appropriate foundation for the construction project |
| ICON-9.6 | Demonstrate foundation building techniques |
| ICON-10.1 | Apply and adapt concept |
| ICON-10.2 | Choose appropriate floor and wall construction methods for the project |
| ICON-10.3 | Demonstrate the process of floor framing construction on a foundation |
| ICON-10.4 | Use the correct types of fastening methods for attaching framing members |
| ICON-10.5 | Identify and describe the loads on a floor frame |
| ICON-10.6 | Illustrate the method of applying floor sheathing |
| ICON-10.10 | Summarize the proper methods to erect0 and attach walls |

# PRIORITY STANDARDS

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## COURSE: INTRO TO CONSTRUCTION 2

| Priority Standard | Description |
|---|---|
| ICON-1.3 | Identify and use safety equipment while in a construction environment |
| ICON-1.4 | Demonstrate knowledge of rules and regulations regarding the safe use of hand and power tools |
| ICON-1.5 | Demonstrate knowledge of the care and maintenance of hand and power tools. |
| ICON-1.6 | Choose the appropriate tool to use in different construction tasks |
| ICON-4.5 | Interpret and use drawing dimensions |
| ICON-4.6 | Create a set of basic drawings for a structure |

# PRIORITY STANDARDS

## COURSE: INTRO TO CONSTRUCTION 2

| Priority Standard | Description |
|---|---|
| ICON-5.1 | Solve job-related problems by adding, subtracting, multiplying, and dividing numbers, using fractions, decimals, and whole numbers |
| ICON-5.5 | Solve problems for volume, weight, area, circumference, and perimeter measurements for rectangles, squares, and cylinders |
| ICON-5.9 | Read a ruler and a tape measure |
| ICON-7.5 | Demonstrate appropriate selection, handling, storage, and proper use of construction materials |
| ICON-7.6 | Evaluate different material types and their applications to choose appropriate materials for the job |
| ICON-2.4 | Conduct a job search and identify advanced-training opportunities -2.7 Demonstrate knowledge of the industry licenses and certifications available |
| ICON-2.5 | Demonstrate knowledge of the job opportunities that are available to entry level employees |
| ICON-2.6 | Demonstrate knowledge of the post-secondary training opportunities that are available ICON |

# PRIORITY STANDARDS

## COURSE: INTRO TO CONSTRUCTION 2

| Priority Standard | Description |
|---|---|
| ICON-9.3 | Choose the appropriate foundation for the construction project |
| ICON-9.6 | Demonstrate foundation building techniques |
| ICON-10.2 | Choose appropriate floor and wall construction methods for the project |
| ICON-10.3 | Demonstrate the process of floor framing construction on a foundation |
| ICON-10.4 | Use the correct types of fastening methods for attaching framing members |
| ICON-10.5 | Identify and describe the loads on a floor frame |
| ICON-10.6 | Illustrate the method of applying floor sheathing |
| ICON-10.10 | Summarize the proper methods to erect0 and attach walls |
| CTI-5.2 | Choose the proper tools for pouring and finishing concrete flatwork |

# PRIORITY STANDARDS

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## COURSE: Construction Trades 2

| Priority Standard | Description |
|---|---|
| ICON-1.3 | Identify and use safety equipment while in a construction environment |
| ICON-1.4 | Demonstrate knowledge of rules and regulations regarding the safe use of hand and power tools |
| ICON-1.5 | Demonstrate knowledge of the care and maintenance of hand and power tools. |
| ICON-1.6 | Choose the appropriate tool to use in different construction tasks |
| ICON-4.5 | Interpret and use drawing dimensions |
| ICON-4.6 | Create a set of basic drawings for a structure |
| ICON-5.1 | Solve job-related problems by adding, subtracting, multiplying, and dividing numbers, using fractions, decimals, and whole numbers |
| ICON-5.5 | Solve problems for volume, weight, area, circumference, and perimeter measurements for rectangles, squares, and cylinders |
| ICON-5.9 | Read a ruler and a tape measure |
| ICON-7.5 | Demonstrate appropriate selection, handling, storage, and proper use of construction materials |
| ICON-7.6 | Evaluate different material types and their applications to choose appropriate materials for the job |
| ICON-2.4 | Conduct a job search and identify advanced-training opportunities -2.7 Demonstrate knowledge of the industry licenses and certifications available |
| ICON-2.5 | Demonstrate knowledge of the job opportunities that are available to entry level employees |

# PRIORITY STANDARDS

## COURSE: Construction Trades 2

| Priority Standard | Description |
|---|---|
| ICON-2.6 | Demonstrate knowledge of the post-secondary training opportunities that are available ICON |
| ICON-4.4 | Recognize and identify basic blueprint terms, components, and symbols |
| ICON-5.8 | Determine ratios and proportions |
| CTI-2.2 | Demonstrate the proper use of portable power tools |
| CTI-2.3 | Demonstrate the proper set-up and use of stationary power tools |
| CTI-4.2 | Identify the types of architectural lines, symbols, notations, and abbreviations used in print reading |
| CTI-4.3 | Identify types of drawings such as elevation views, section views, detail views, and construction materials |
| CTI-7.1 | Select the proper tools and material for layout in construction of a wall system |
| CTI-7.2 | Apply and adapt methods used in laying out wall framing systems functions |
| CTI-7.4 | Describe the sub-assemblies, which make up the wall layout |
| CTI-7.5 | Create a wall system in accordance with proper construction procedures and practices |
| CTII-1.1 | Distinguish between common drywall, moisture resistant wallboard, and cement backer board |
| CTII-1.2 | Estimate material costs for construction projects |
| CTII-1.3 | Select proper tools and materials for interior finish systems |
| CTII-2.1 | Demonstrate knowledge of building structure, materials, detail structural members, and methods of construction |
| CTII-2.4 | Demonstrate processes for roofing, venting, and flashing materials, and installations |
| CTII-3.1 | Demonstrate the proper use of framing squares, quick squares, and rafter tables |
| CTII-3.2 | Employ correct procedures for installation of roof sheathing systems |

# PRIORITY STANDARDS

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**COURSE:** INTRO TO DESIGN PROCESSES

| Priority Standard | Description |
|---|---|
| IDP-1.1 | Identify and describe the steps in the design process |
| IDP-1.3 | Apply and adapt the design loop as a guide in problem solving |
| IDP-2.6 | Describe and apply problem solving techniques |
| IDP-3.2 | Develop sketching and principles of visualization skills to document work |
| IDP-3.3 | Prepare working drawings including orthographic projections, isometrics, and perspective – using appropriate drawing styles and techniques |
| IDP-4.4 | Apply appropriate investigative strategies |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| IDP-4.6 | Evaluate resources with regards to the identified problem |
| IDP-6.4 | Use research to formulate ideas |
| IDP-6.9 | Apply decision techniques to choose solutions based on appropriate criteria |
| IDP-7.7 | Conduct and document product tests |
| IDP-8.2 | Create a presentation showing the steps used in the design process |
| IDP-8.3 | Present a product for critique |
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# PRIORITY STANDARDS

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## COURSE: English 9, 9A, 10, 10A, 10H

Priority Standards per Indiana Department of Education -

https://www.doe.in.gov/sites/default/files/standards/enla/grades-9-10-ias-2014-mccormick.docx

| Priority | Description |
|---|---|
| 9-10 RL.2.1-Literature<br>Key Ideas and Textual Support | Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text. |
| 9-10 RL.2.2-Literature<br>Key Ideas and Textual Support | Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details. |
| 9-10 RL.2.3-Literature<br>Key Ideas and Textual Support | Analyze how dynamic characters (*e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.* |
| 9-10 RL.3.1-Literature Structural Elements and Organization | Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (*e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.* |
| 9-10 RN.2.1-Nonfiction<br>Key Ideas and Textual Support | Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text. |
| 9-10 RN.2.2,2.3-Nonfiction<br>Key Ideas and Textual Support | Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.<br>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |

# PRIORITY STANDARDS

## COURSE: English 9, 9A, 10, 10A, 10H

| Priority Standard | Description |
|---|---|
| 9-10 RN.3.2-Nonfiction Structural Elements and Organization | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| 9-10 RN.3.3-Nonfiction Structural Elements and Organization | Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose. |
| 9-10 RN.4.1-Nonfiction Synthesis and Connection of Ideas | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| 9-10 RV.2.1– Vocabulary Building | Use context to determine or clarify the meaning of words and phrases. |
| 9-10 RV.3.1-Vocabulary in Literature and Nonfiction Texts | Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. |
| 9-10 RV.3.2-Vocabulary in Literature and Nonfiction Texts | Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (*e.g., how the language of a court opinion differs from that of a newspaper)* |
| 9-10 W.3.1, 3.2 Writing Genres | Write **arguments** in a variety of forms<br>Write **informative** compositions in a variety of forms<br>(see website for greater detail) |
| 9-10 W.4 Writing Process | Apply the **writing process** to plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. |

# PRIORITY STANDARDS

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## COURSE: English 11, 11A, 11H, 12, 12A, 12H

Priority Standards per the Indiana Department of Education—

https://www.doe.in.gov/sites/default/files/standards/enla/grades-11-12-ias-2014-mccormick.docx

| Priority | Description |
|---|---|
| 11-12 RL.2.1-Literature Key Ideas, Textual Support | Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. |
| 11-12 RL.2.2-Literature Key Ideas, Textual Support | Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details. |
| 11-12 RL.2.3-Literature Key Ideas, Textual Support | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (*e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).* |
| 11-12 RL.3.1-Literature Structural Elements and Organization | Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (*e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.* |
| 11-12 RN.2.1-Nonfiction Key Ideas and Textual Support | Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. |
| 11-12 RN.2.2, 2.3-Nonfiction-Key Ideas and Textual Support | Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.<br>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text. |

# PRIORITY STANDARDS

## COURSE: English 9, 9A, 10, 10A, 10H

| Priority Standard | Description |
|---|---|
| 11-12 RN.3.2-Nonfiction Structural Elements and Organization | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| 11-12 RN.3.3-Nonfiction Structural Elements and Organization | Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (*e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.* |
| 11-12 RN.4.1-Nonfiction Synthesis and Connection of Ideas | Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| 11-12 RV.2.1 Vocabulary Building | Use context to determine or clarify the meaning of words and phrases. |
| 11-12 RV.3.1-Vocabulary in Literature and Nonfiction Texts | Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (*e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).* |
| 11-12 RV.3.2-Vocabulary in Literature and Nonfiction Texts | Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. |
| 11-12 W.3.1, 3.2 Writing Genres | Write **arguments** in a variety of forms<br>Write **informative** compositions in a variety of forms<br>(See website for more details) |
| 11-12 W.4 Writing Process | Apply the **writing process** to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. |

# PRIORITY STANDARDS

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## COURSE: English 11, 11A, 11H, 12, 12A, 12H

Priority Standards per the Indiana Department of Education—

https://www.doe.in.gov/sites/default/files/standards/enla/grades-11-12-ias-2014-mccormick.docx

| Priority | Description |
|---|---|
| 11-12 RL.2.1-Literature Key Ideas, Textual Support | Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. |
| 11-12 RL.2.2-Literature Key Ideas, Textual Support | Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details. |
| 11-12 RL.2.3-Literature Key Ideas, Textual Support | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (*e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).* |
| 11-12 RL.3.1-Literature Structural Elements and Organization | Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (*e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.* |
| 11-12 RN.2.1-Nonfiction Key Ideas and Textual Support | Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. |
| 11-12 RN.2.2, 2.3-Nonfiction-Key Ideas and Textual Support | Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.<br>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text. |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| 11-12 RN.3.2-Nonfiction Structural Elements and Organization | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| 11-12 RN.3.3-Nonfiction Structural Elements and Organization | Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (*e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.* |
| 11-12 RN.4.1-Nonfiction Synthesis and Connection of Ideas | Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| 11-12 RV.2.1 Vocabulary Building | Use context to determine or clarify the meaning of words and phrases. |
| 11-12 RV.3.1-Vocabulary in Literature and Nonfiction Texts | Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (*e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).* |
| 11-12 RV.3.2-Vocabulary in Literature and Nonfiction Texts | Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. |
| 11-12 W.3.1, 3.2 Writing Genres | Write **arguments** in a variety of forms<br>Write **informative** compositions in a variety of forms<br>(See website for more details) |
| 11-12 W.4 Writing Process | Apply the **writing process** to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. |

# PRIORITY STANDARDS

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## COURSE: English 12, 12A (ENG 111), 12H (ENG 111)

Priority Standards per the Indiana Department of Education—

https://www.doe.in.gov/sites/default/files/standards/enla/grades-11-12-ias-2014-mccormick.docx

| Priority | Description |
|---|---|
| 12 RL.2.1-Literature Key Ideas, Textual Support | Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. |
| 12 RL.2.2-Literature Key Ideas, Textual Support | Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details. |
| 12 RL.2.3-Literature Key Ideas, Textual Support | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (*e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).* |
| 12 RL.3.1-Literature Structural Elements and Organization | Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (*e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.* |
| 12 RN.2.1-Nonfiction Key Ideas and Textual Support | Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. |
| 12 RN.2.2, 2.3-Nonfiction-Key Ideas and Textual Support | Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.<br>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text. |

# PRIORITY STANDARDS

## COURSE: English 12, 12A (ENG111), 12H (ENG 111)

| Priority Standard | Description |
|---|---|
| 12 RN.3.2-Nonfiction Structural Elements and Organization | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| 12 RN.3.3-Nonfiction Structural Elements and Organization | Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (*e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.* |
| 12 RN.4.1-Nonfiction Synthesis and Connection of Ideas | Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| 12 RV.2.1 Vocabulary Building | Use context to determine or clarify the meaning of words and phrases. |
| 12 RV.3.1-Vocabulary in Literature and Nonfiction Texts | Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (*e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).* |
| 12 RV.3.2-Vocabulary in Literature and Nonfiction Texts | Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. |
| 12 W.3.1, 3.2 Writing Genres | Write **arguments** in a variety of forms<br>Write **informative** compositions in a variety of forms<br>(See website for more details) |
| 12 W.4 Writing Process | Apply the **writing process** to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. |

# PRIORITY STANDARDS

## COURSE: Dual Credit English 12A/12H (ENG 111)

| Priority Standard | Description |
|---|---|
| Ivy Tech PS1 | Compose texts that exhibit appropriate rhetorical choices, including attention to audience, purpose, context, genre, culture, and convention. |
| Ivy Tech PS2 | Develop and apply strategies for critical reading, critical thinking, and information literacy. |
| Ivy Tech PS3 | Demonstrate a proficiency in locating, evaluating, and analyzing academically appropriate research material. |
| Ivy Tech PS4 | Analyze and synthesize researched information to develop and support original claims. |
| Ivy Tech PS5 | Develop and advance thesis-driven compositions in an organized progression with appropriate supporting information. |
| Ivy Tech PS6 | Engage in writing as a process through invention, multiple drafts, collaboration, reflection, revision, and editing. |
| Ivy Tech PS 7 | Employ correct techniques of style, formatting, and documentation when incorporating quotes, paraphrases, and summaries from sources into compositions. |
| Ivy Tech PS8 | Produce texts that demonstrate control over style and writing conventions, including sentence variety and complexity, word choice, tone, punctuation, grammar, usage, and spelling. |

# PRIORITY STANDARDS

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## 5336 Human & Social Services

| Priority Standard | Description |
|---|---|
| 1.1 | Explain roles and functions of individuals engaged in human and social services careers . |
| 1.2 | Analyze interpersonal skills and personal characteristics needed to interact effectively with individuals and families |
| 1.3 | Analyze opportunities, needs, and rewards for employment, volunteer, and entrepreneurial endeavors in human and social services, including the areas of family and social services, youth development, adult and elder care, and other non-profit services |
| 1.4 | Summarize education and training requirements for a successful career in human and social services |
| 2.1 | Determine personal values, biases, and stereotypes and their potential impacts on those in human and social service careers |
| 2.2 | Identify culturally appropriate methods of providing services for individuals and families |

# PRIORITY STANDARDS

## 5336 Human & Social Services

| Priority Standard | Description |
|---|---|
| 2.3 | Select effective advocacy strategies to overcome diverse challenges facing those in human and social service careers |
| 3.1 | Identify ethical and legal issues faced by those in human and social service careers |
| 3.2 | Demonstrate professional and ethical relationships with colleagues, participants, and families |
| 3.3 | Classify harmful, fraudulent, and deceptive human services practices |
| 4.1 | Analyze health, wellness, and safety issues of individuals and families with a variety of challenges |
| 4.2 | Determine appropriate assessments to be performed with clients in order to identify needed services |
| 4.3 | Identify human services resources available to individuals and families |
| 4.4 | Explain the role of referral services needed to address selected human services issues |
| 5.1 | Evaluate or develop products that meet human service needs of individuals, families, or communities, accounting for ecological, environmental, sociological, psychological, technical, and/or economic considerations. |
| 5.2 | Demonstrate ability to secure community resources that contribute to the well-being of individuals and families. |

# PRIORITY STANDARDS

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## 5342 Nutrition & Wellness

| Priority Standard | Description |
|---|---|
| 2.1 | Analyze food and nutrition information, including USDA Dietary guidelines and MY Plate, to meet nutrition and wellness goals across the lifespan |
| 2.2 | Demonstrate proper portion sizes from each of the food groups to meet nutrition and wellness needs of individuals across the lifespan |
| 2.3 | Describe the six classes/groups of nutrients, explain their functions to meet health and nutrition requirements of individuals and families, and classify food sources |
| 2.4 | Compare food label information to make health and wellness choices |
| 2.5 | Analyze and assess wellness goals across the lifespan, particularly for teenagers (e.g., food fads and fallacies, extreme procedures for weight management, sports supplements, nutritional supplements) |
| 4.1 | Define and explain food borne illness and demonstrate how to prevent them by applying the concepts of "clean, separate, cook, and chill" |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| 4.2 | Define and explain food borne illness and demonstrate how to prevent them by applying the concepts of "clean, separate, cook, and chill" |
| 4.3 | Demonstrate abilities to prepare nutritious foods using a variety of basic methods and techniques |
| 4.4 | Apply basic principles of resource management when planning, preparing, and serving nutritious food, including food costs and availability, work plans and timetables, efficient work methods, and collaboration with others |
| 4.5 | Demonstrate abilities to increase and decrease recipe measurements based on desired yield |
| 5.1 | Discuss current technology and techniques used to develop, produce, process, and store foods and their impacts on food safety, nutrition, and wellness (e.g., organic, holistic, genetics, hormones) |
| 5.2 | Explore technological tools and advancements used to track nutrition and wellness goals and progress |
| 5.3 | Examine developments and trends in food marketing, and their impacts on family and consumer choices |
| 5.4 | Discuss trends, employment opportunities, and preparation requirements for careers related to nutrition, food, and wellness |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## 5340 Advanced Nutrition & Wellness

| Priority Standard | Description |
|---|---|
| ANW1.4 | Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities |
| ANW 2.1 | Research the physiological functions of the major nutrients for the body (protein, carbohydrates, fats, vitamins, minerals, and water) |
| ANW 2.2 | Recommend food sources following dietary guidelines for each of the major nutrients |
| ANW 3.1 | Evaluate standards for maintaining healthy nutrition across the life span (e.g., Choose YourPlate.gov, dietary guidelines, portion/serving sizes, nutrition labels) |
| ANW 3.2 | Differentiate among various nutrition guidelines for different age groups and dietary needs (e.g., children, elderly, pregnant women, athletes, diabetics; individuals who are lactose-intolerant, require a gluten free diet, and/or have food allergies) |
| ANW 3.3 | Develop and create healthy meals and snacks address individual and family resources, activities, and preferences (e.g., time constraints, financial and equipment limitations, extent of physical activity, dietary preferences such as vegetarian) |

# PRIORITY STANDARDS

## 5340 Advanced Nutrition & Wellness

| | |
|---|---|
| ANW 3.4 | Analyze beverage choices for calorie count, nutritive value, and adequacy of hydration |
| ANW 4.1 | Examine cultural and ethnical influences on individual food choices, dietary patterns, and practices |
| ANW 4.3 | Discover various international cuisines and their influence on eating patterns |
| ANW 4.4 | Demonstrate appropriate etiquette for business and social situations |
| ANW 5.1 | Select, adapt, and prepare recipes to increase healthy aspects and accommodate specific dietary needs (e.g., energy needs, diabetes, lactose intolerance, celiac disease, food allergies) |
| ANW 5.2 | Demonstrate proper food preparation skills, selection, and storage of food |
| ANW 5.3 | Select and apply safety and sanitation practices that promote personal safety, food safety, and prevention of food borne illnesses |
| ANW 6.3 | Apply information about current nutrition and food trends and issues, such as "farm to table," food availability, organic food, and holistic eating practices |
| ANW 7.1 | Examine potential career paths, trends, and job market opportunities related to nutrition, food, and wellness |

# PRIORITY STANDARDS

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## COURSE: Advanced Child Development

## # 5360

| Priority Standard | Description |
|---|---|
| 1.1 | Demonstrate components of critical thinking, creative thinking, and reasoning. |
| 1.2 | Evaluate effective communication processes in school, family, career, and community setting. |
| 1.3 | Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members. |
| 1.4 | Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities |
| 1.5 | Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues. |
| 1.6 | Demonstrate fundamentals to college and career success (e.g. strong work ethic, timemanagement, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment). |

# PRIORITY STANDARDS

## COURSE Advanced Child Development

## # 5360

| Priority Standard | Description |
|---|---|
| ACD– 8.3 | Analyze personal qualifications, interests, values, and educational preparation required for careers and employment in areas related to children, child development , and nurturing of children. |
| ACD- 2.2 | Apply professional codes of conduct for interacting with children, their families, and co-workers (i.e., the NAEYC Code of Ethical Conduct). |
| ACD- 2.3 | Devise standards and demonstrate techniques for positive, collaborative relationships with children, their families, and co-workers |
| ACD– 3.1 | Examine physical, intellectual, emotional, social, and moral domain of human growth and development, ages 4 to 8. |
| ACD—3.3 | Assess effects of nutrition on the growth and development of children, ages 4 to 8. |
| ACD– 4.1 | Examine roles and responsibilities of the family unit, caregivers, and educators for nurturing children, providing children with a stimulating environment, and transmitting societal expectations, culture, and traditions to children. |
| ACD—5.4 | Examine information and analyze options for health and wellness practices to enhance long-term well-being and development of children. |
| ACD- 7.2 | Investigate inherited and environmental conditions which adversely affect children and determine interventions to provide a safe and secure environment for children. |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Child Development #5362

| Priority Standard | Description |
|---|---|
| CD- 1.1 | Demonstrate components of critical thinking, creative thinking, and reasoning |
| CD -1.2 | Evaluate effective communication processes in school, family, career, and community settings |
| CD -1.3 | Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members |
| CD- 1.4 | Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities |
| CD- 1.5 | Examine the inter management pro relationships among thinking, communication, leadership, and cesses to address family, community, and workplace issues |
| CD- 1.6 | Demonstrate fundamentals to career success (e.g. strong work ethic, goal setting, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment) |

# PRIORITY STANDARDS

## COURSE: 5362– Child Development

| Priority Standard | Description |
|---|---|
| CD -1.7 | Apply knowledge gained through research to solve problems and communicate ideas in fields related to child development |
| CD -2.1 | Examine biological processes related to conception, prenatal development, birth, and health of child and mother |
| CD- 2.2 | Evaluate emotional, and environmental factors of prenatal development and birth in relation to the health of the parents and child |
| CD- 3.2 | Examine physical, intellectual, emotional, social, and moral domains of human growth and development of children across a range of birth through age 3 |
| CD- 4.1 | Apply current and emerging research on human growth and development, including brain research, to assess nurturing practices |
| CD—5.2 | Explain the importance of friends, family, and community relationships in supporting parents and caregivers |
| CD– 5.5 | Discuss careers that draw on knowledge of children, child development, and nurturing of children |
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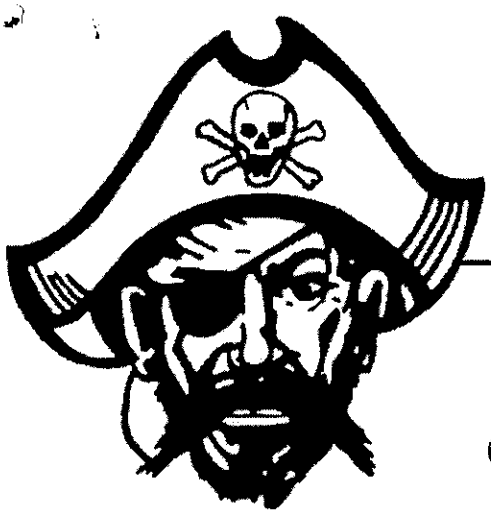


# PRIORITY STANDARDS

*every COURSE serves a purpose*

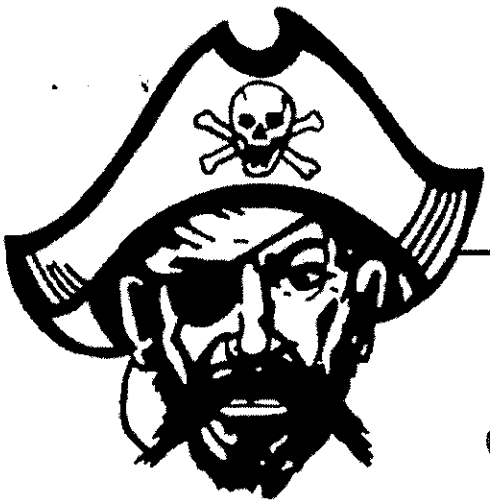
## COURSE: Fashion and Textiles # 5380

| Priority Standard | Description |
|---|---|
| 1.1 | Demonstrate components of critical thinking, creative thinking, and reasoning |
| 1.2 | Evaluate effective communication processes in school, family, career, and community |
| 1.3 | Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members |
| 1.4 | Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities |
| 1.5 | Examine interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues. |
| 1.6 | Demonstrate fundamentals to career success |

# PRIORITY STANDARDS

## COURSE: Fashion and Textiles #5380

| Priority Standard | Description |
|---|---|
| 2.1 | Examine potential career paths, opportunities and trends in the fashion, textile, and apparel industry |
| 2.2 | Determine roles and functions; knowledge, skills, and attitudes; and rewards and demands associated with various careers and levels of employment in the fashion, textile, and apparel industry |
| 4.1 | Identify the elements and principles of design in designing, constructing, and/or altering fashion, textiles, and apparel products |
| 4.3 | Apply basic color theory to develop and enhance visual effects of fashion, textile, and apparel products |
| 4.5 | Describe social, religious, historical, political, economic, and technological influences on fashion, textile, and apparel design |
| 5.7 | Demonstrate mathematical applications in constructing, altering, and repairing fashion, textile, and apparel products |
| 6.4 | Analyze costs of constructing, manufacturing, altering, or repairing fashion, textile and apparel products |
| 6.11 | Practice various methods of fashion, textile, and apparel presentation using available information technology, presentation media, and other resources |



# PRIORITY STANDARDS

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## COURSE: Introduction to Housing and Interior Design # 5350

| Priority Standard | Description |
|---|---|
| 1.1 | Demonstrate components of critical thinking, creative thinking, and reasoning |
| 1.2 | Evaluate effective communication processes in school, family, career, and community |
| 3.5 | Examine processes and costs for acquiring and maintaining a residence or business |
| 4.6 | Describe industry standards for measuring, estimating, purchasing, and pricing |
| 6.6 | Demonstrate mathematical applications in the creation of scaled plans, measuring and calculation of square footage, volume of interior space, and cost per square foot |
| 6.7 | Select and arrange suitable furnishings and accessories for a given space using industry scaled templates. |

# PRIORITY STANDARDS

## COURSE: Course #5350 Housing and Design

| Priority Standard | Description |
|---|---|
| IHID– 2.2 | Determine roles and functions; knowledge, skills, and attitudes; and rewards and demands associated with careers and levels of employment in the housing, interior design, and furnishings industry |
| IHID 2.6 | Practice technical skills required of professionals in the housing, interior design, and furnishings industry |
| IHID 3.2 | Assess individual family, client, and community needs, goals, and resources in planning for housing, interiors, and furnishings |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Introduction 2D Design

| Priority Standard | Description |
|---|---|
| VA:Cr1.1.Ia | Use multiple approaches to begin creative endeavors. |
| VA:Cr:2.2Ia | Explain how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. |
| VA:Cr2.2IIa | Demonstrate awareness of ethical implications of making and distributing creative work. |
| VA:Cr3.1.Ia | Apply relevant criteria from traditional and/or contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. |
| VA:Cr3.1.IIa | Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. |
| VA:Cr3.1.IIIa | Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. |

# PRIORITY STANDARDS

## COURSE: Introduction 2D Design

| Priority Standard | Description |
|---|---|
| VA:Cr7.1.Ia | Hypothesize ways in which art influences perception and understanding of human experiences. |
| VA:Cr7.IIIa | Analyze how responses to art develop over time based on knowledge of and experience with art and life. |
| VA:Cr7.2Ia | Analyze how one's understanding of the world is affected by experiencing visual imagery. |
| VA:Cr7.2IIa | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. |
| VA:Re.7.2.IIIa | Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. |
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# PRIORITY STANDARDS

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## COURSE: Advanced 2D Design

| Priority Standard | Description |
|---|---|
| VA:Cr1.1.Ia | Use multiple approaches to begin creative endeavors. |
| VA:Cr:2.2Ia | Explain how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. |
| VA:Cr2.2IIa | Demonstrate awareness of ethical implications of making and distributing creative work. |
| VA:Cr3.1.Ia | Apply relevant criteria from traditional and/or contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. |
| VA:Cr3.1.IIa | Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. |
| VA:Cr3.1.IIIa | Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. |

# PRIORITY STANDARDS

## COURSE: Advanced 2D Design

| Priority Standard | Description |
|---|---|
| VA:Cr7.1.Ia | Hypothesize ways in which art influences perception and understanding of human experiences. |
| VA:Cr7.IIIa | Analyze how responses to art develop over time based on knowledge of and experience with art and life. |
| VA:Cr7.2Ia | Analyze how one's understanding of the world is affected by experiencing visual imagery. |
| VA:Cr7.2IIa | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. |
| VA:Re.7.2.IIIa | Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Drawing

| Priority Standard | Description |
|---|---|
| VA:Cr1.1.Ia<br>VA:Cr1.1.IIa | Use multiple approaches to begin creative endeavors.<br>Individually or collaboratively formulate new creative problems based on student's existing artwork. |
| VA:Cr1.2.Ia<br>VA:Cr1.2.IIa | Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design.<br>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |
| VA:Cr2.1.Ia<br>VA:Cr2.1.IIa<br>VA:Cr2.1.IIIa | Engage in making a work of art or design without having a preconceived plan.<br>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.<br>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. |
| VA:Cr2.2.Ia<br>VA:Cr2.2.IIa | Explain how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.<br>Demonstrate awareness of ethical implications of making and distributing creative work |
| VA:Cr3.1.Ia<br>VA:Cr3.1.IIa<br>VA:Cr3.1.IIIa | Apply relevant criteria from traditional and/or contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress<br>Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision<br>Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision |
| VA:Pr4.1.Ia<br>VA:Pr4.1.IIa<br>VA:Pr4.1.IIIa | Analyze, select, and curate artifacts and/or artworks for presentation and preservation.<br>Analyze, select, and critique personal artwork for a collection or portfolio presentation.<br>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. |

# PRIORITY STANDARDS

## COURSE: Drawing

| Priority Standard | Description |
|---|---|
| VA:Pr5.1.IIIa | Investigate, compare, and contrast methods for preserving and protecting art. |
| VA:Re.7.2.IIa<br>VA:Re.7.2.IIIa | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.<br>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Painting

| Priority Standard | Description |
|---|---|
| VA:Cr1.1.Ia<br>VA:Cr1.1.IIa | Use multiple approaches to begin creative endeavors.<br>Individually or collaboratively formulate new creative problems based on student's existing artwork. |
| VA:Cr1.2.Ia<br>VA:Cr1.2.IIa | Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design.<br>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |
| VA:Cr2.1.Ia<br>VA:Cr2.1.IIa<br>VA:Cr2.1.IIIa | Engage in making a work of art or design without having a preconceived plan.<br>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.<br>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. |
| VA:Cr2.2.Ia<br>VA:Cr2.2.IIa | Explain how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.<br>Demonstrate awareness of ethical implications of making and distributing creative work |
| VA:Cr3.1.Ia<br>VA:Cr3.1.IIa<br>VA:Cr3.1.IIIa | Apply relevant criteria from traditional and/or contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress<br>Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision<br>Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision |
| VA:Pr4.1.Ia<br>VA:Pr4.1.IIa<br>VA:Pr4.1.IIIa | Analyze, select, and curate artifacts and/or artworks for presentation and preservation.<br>Analyze, select, and critique personal artwork for a collection or portfolio presentation.<br>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. |

# PRIORITY STANDARDS

## COURSE: Painting

| Priority Standard | Description |
|---|---|
| VA:Pr5.1.IIIa | Investigate, compare, and contrast methods for preserving and protecting art. |
| VA:Re.7.2.IIa<br>VA:Re.7.2.IIIa | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.<br>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: AP 2D Design

| Priority Standard | Description |
|---|---|
| VA:Cr1.1.Ia<br>VA:Cr1.1.IIa<br>VA:Cr1.1.IIIa | Use multiple approaches to begin creative endeavors.<br>Individually or collaboratively formulate new creative problems based on student's existing artwork.<br>Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. |
| VA:Cr1.2.Ia<br>VA:Cr1.2.IIa<br>VA:Cr1.2.IIIa | Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design.<br>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.<br>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. |
| VA:Cr2.1.IIa<br>VA:Cr2.1.IIIa | Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.<br>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. |
| VA:Cr2.2.IIa<br>VA:Cr2.2.IIIa | Demonstrate awareness of ethical implications of making and distributing creative work<br>Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. |
| VA:Cr3.1.Ia<br>VA:Cr3.1.IIa<br>VA:Cr3.1.IIIa | Apply relevant criteria from traditional and/or contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress<br>Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision<br>Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision |
| VA:Pr4.1.Ia<br>VA:Pr4.1.IIa<br>VA:Pr4.1.IIIa | Analyze, select, and curate artifacts and/or artworks for presentation and preservation.<br>Analyze, select, and critique personal artwork for a collection or portfolio presentation.<br>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. |

# PRIORITY STANDARDS

## COURSE: AP 2D Design

| Priority Standard | Description |
|---|---|
| VA:Pr5.1.IIIa | Investigate, compare, and contrast methods for preserving and protecting art. |
| VA:Pr6.1.IIa<br>VA:Pr6.1.IIIa | Make, explain, and justify connections between artists or artwork and social, cultural, and/or political history.<br>Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences. |
| VA:Re.7.1.Ia<br>VA:Re.7.1.IIa | Hypothesize ways in which art influences perception and understanding of human experiences.<br>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| VA:Re.7.2.IIa<br>VA:Re.7.2.IIIa | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.<br>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: AP Drawing

| Priority Standard | Description |
|---|---|
| VA:Cr1.1.Ia | Use multiple approaches to begin creative endeavors. |
| VA:Cr1.1.IIa | Individually or collaboratively formulate new creative problems based on student's existing artwork. |
| VA:Cr1.1.IIIa | Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. |
| VA:Cr1.2.Ia | Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design. |
| VA:Cr1.2.IIa | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |
| VA:Cr1.2.IIIa | Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. |
| VA:Cr2.1.IIa | Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| VA:Cr2.1.IIIa | Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. |
| VA:Cr2.2.IIa | Demonstrate awareness of ethical implications of making and distributing creative work |
| VA:Cr2.2.IIIa | Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. |
| VA:Cr3.1.Ia | Apply relevant criteria from traditional and/or contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress |
| VA:Cr3.1.IIa | Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision |
| VA:Cr3.1.IIIa | Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision |
| VA:Pr4.1.Ia | Analyze, select, and curate artifacts and/or artworks for presentation and preservation. |
| VA:Pr4.1.IIa | Analyze, select, and critique personal artwork for a collection or portfolio presentation. |
| VA:Pr4.1.IIIa | Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. |

# PRIORITY STANDARDS

## COURSE: AP Drawing

| Priority Standard | Description |
|---|---|
| VA:Pr5.1.IIIa | Investigate, compare, and contrast methods for preserving and protecting art. |
| VA:Pr6.1.IIa<br>VA:Pr6.1.IIIa | Make, explain, and justify connections between artists or artwork and social, cultural, and/or political history.<br>Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences. |
| VA:Re.7.1.Ia<br>VA:Re.7.1.IIa | Hypothesize ways in which art influences perception and understanding of human experiences.<br>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| VA:Re.7.2.IIa<br>VA:Re.7.2.IIIa | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.<br>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## 4188: Advanced Chorus/Show Choir

| Priority Standard | Description |
|---|---|
| H.1.7 | Sing musical works arranged for a variety of voicings such as SSA, TBB, SSATBB, or SSAATTBB. |
| H.1.8 | Sing a variety of repertoire having a difficulty level of 5 (on a scale of 1 to 6) with correct technique and expression. |
| H.1.4 | Sing literature representing a variety of vocal styles expressively, utilizing appropriate dynamic contrast, phrasing, and articulation alone or in ensembles, from a score and from memory. Add suitable movement and/or body percussion to enhance the performance of vocal repertoire. |
| H.1.6 | Learn conducting patterns and techniques and follow cues of teacher and student conductors |
| H.5.3 | Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method. |
| H. 6.1 | Listen to recordings of a variety of ensembles and repertoire. Identify and describe voicing, language, accompaniment, texture, form, compositional devices, style, and genre. |

# PRIORITY STANDARDS

## 4188 Advanced Chorus/Show Choir

| Priority Standard | Description |
|---|---|
| H.7.2 | Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances. |
| H.8.2 | Understand the physiological basis for good singing posture and technique and demonstrate healthy singing habits. |
| H.9.3 | Perform choral repertoire in an authentic style that reflects its culture of origin and consider the role music plays in that culture. |
| H.1.5 | Sing an independent vocal part with other ensemble members while maintaining balance and blend of volume and tone quality. |
| H.5.1 | Read and perform vocal scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## 4186: Intermediate Chorus/Women's Choir

| Priority Standard | Description |
|---|---|
| H.1.7 | Sing musical works arranged for a variety of voicings such as SSA, TBB, SSATBB, or SSAATTBB. |
| H.1.8 | Sing a variety of repertoire having a difficulty level of 5 (on a scale of 1 to 6) with correct technique and expression. |
| H.1.4 | Sing literature representing a variety of vocal styles expressively, utilizing appropriate dynamic contrast, phrasing, and articulation alone or in ensembles, from a score and from memory. Add suitable movement and/or body percussion to enhance the performance of vocal repertoire. |
| H.1.6 | Learn conducting patterns and techniques and follow cues of teacher and student conductors |
| H.5.3 | Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method. |
| H. 6.1 | Listen to recordings of a variety of ensembles and repertoire. Identify and describe voicing, language, accompaniment, texture, form, compositional devices, style, and genre. |

# PRIORITY STANDARDS

## 4186 Intermediate Chorus/Women's Choir

| Priority Standard | Description |
|---|---|
| H.7.2 | Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances. |
| H.8.2 | Understand the physiological basis for good singing posture and technique and demonstrate healthy singing habits. |
| H.9.3 | Perform choral repertoire in an authentic style that reflects its culture of origin and consider the role music plays in that culture. |
| H.1.5 | Sing an independent vocal part with other ensemble members while maintaining balance and blend of volume and tone quality. |
| H.5.1 | Read and perform vocal scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## 4186 Intermediate Chorus/Concert Choir

| Priority Standard | Description |
|---|---|
| H.9.3 | Perform choral repertoire in an authentic style that reflects its culture of origin and consider the role music plays in that culture. |
| H.1.5 | 5 Sing an independent vocal part with other ensemble members while maintaining balance and blend of volume and tone quality. |
| H.5.1 | Read and perform vocal scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail. |
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# PRIORITY STANDARDS

## 4186 Intermediate Chorus/Concert Choir

| Priority Standard | Description |
|---|---|
| H.1.1 | Sing using proper vocal technique including body alignment, breath support and control, position of tongue and jaw, and use of resonance. |
| H.1.3 | Sing music in four parts having a difficulty level of 4 (on a scale of 1 to 6). |
| H.1.4 | Sing literature representing a variety of vocal styles expressively, utilizing appropriate dynamic contrast, phrasing, and articulation alone or in ensembles, from a score and from memory. Add suitable movement and/or body percussion to enhance the performance of vocal repertoire |
| H.1.6 | Learn conducting patterns and techniques and follow cues of teacher and student conductors. |
| H.5.3 | Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method. |
| H.6.1 | Listen to recordings of a variety of ensembles and repertoire. Identify and describe voicing, language, accompaniment, texture, form, compositional devices, style, and genre. |
| H.7.2 | Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances. |
| H.8.2 | Understand the physiological basis for good singing posture and technique and demonstrate healthy singing habits. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Algebra

| Priority Standard | Description |
|---|---|
| A1.DS.1 | Distinguish between random and non-random sampling methods, identify possible sources of bias in sampling, describe how such bias can be controlled and reduced, evaluate the characteristics of a good survey and well-designed experiment, design simple experiments or investigations to collect data to answer questions of interest, and make inferences from sample results. |
| A1.DS.3 | Use technology to find a linear function that models a relationship for a bivariate data set to make predictions; interpret the slope and y-intercept, and compute (using technology) and interpret the correlation coefficient. |
| A1.DS.6 | Understand that statistics and data are non-neutral and designed to serve a particular interest. Analyze the possibilities for whose interest might be served and how the representations might be misleading. |
| A1.L.1 | Understand that the steps taken when solving linear equations create new equations that have the same solution as the original. Solve fluently linear equations and inequalities in one variable with integers, fractions, and decimals as coefficients. Explain and justify each step in solving an equation, starting from the assumption that the original equation has a solution. Justify the choice of a solution method. |
| A1.L.2 | Represent real-world problems using linear equations and inequalities in one variable and solve such problems. Interpret the solution and determine whether it is reasonable. |
| A1.F.2 | Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described. Identify independent and dependent variables and make predictions about the relationship. |

# PRIORITY STANDARDS

## COURSE: Algebra

| Priority Standard | Description |
|---|---|
| A1.L.5 | Represent real-world problems that can be modeled with a linear function using equations, graphs, and tables; translate fluently among these representations, and interpret the slope and intercepts. |
| A1.L.7 | Represent real-world problems using linear inequalities in two variables and solve such problems; interpret the solution set and determine whether it is reasonable. Solve other linear inequalities in two variables by graphing. |
| A1.SEI.3 | Write a system of two linear equations in two variables that represents a real-world problem and solve the problem with and without technology. Interpret the solution and determine whether the solution is reasonable. |
| A1.SEI.4 | Represent real-world problems using a system of two linear inequalities in two variables and solve such problems; interpret the solution set and determine whether it is reasonable. Solve other pairs of linear inequalities by graphing with and without technology. |
| A1.QE.1 | Distinguish between situations that can be modeled with linear functions and with exponential functions. Understand that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. Compare linear functions and exponential functions that model real-world situations using tables, graphs, and equations. |
| A1.QE.5 | Represent real-world problems using quadratic equations in one or two variables and solve such problems with and without technology. Interpret the solution and determine whether it is reasonable. |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: *Algebra Two*

| Priority Standard | Description |
|---|---|
| AII.CNE.2 | Translate expressions between radical and exponent form and simplify them using the laws of exponents. |
| AII.CNE.3 | Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide algebraic rational expressions. |
| AII.CNE.4 | Rewrite algebraic rational expressions in equivalent forms (e.g., using laws of exponents and factoring techniques). |
| AII.F.2 | Understand composition of functions and combine functions by composition. |
| AII.F.5 | Describe the effect on the graph of f(x) by replacing f(x) with f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative) with and without technology. Find the value of k given the graph of f(x) and the graph of f(x) + k, k f(x), f(kx), or f(x + k). |
| AII.SE.2 | Solve systems of two or three linear equations in two or three variables algebraically and using technology. |

# PRIORITY STANDARDS

## COURSE: Algebra Two

| Priority Standard | Description |
|---|---|
| AII.Q.1 | Represent real-world problems that can be modeled with quadratic functions using tables, graphs, and equations; translate fluently among these representations. Solve such problems with and without technology. Interpret the solutions and determine whether they are reasonable. |
| AII.Q.2 | Use completing the square to rewrite quadratic functions into the form $y = a(x + h)^2 + k$, and graph these functions with and without technology. Identify intercepts, zeros, domain and range, and lines of symmetry. Understand the relationship between completing the square and the quadratic formula. |
| AII.Q.3 | Use the discriminant to determine the number and type of solutions of a quadratic equation in one variable with real coefficients; find all solutions and write complex solutions in the form of $a \pm bi$ for real numbers a and b. |
| AII.EL.2 | Graph exponential functions with and without technology. Identify and describe features, such as intercepts, zeros, domain and range, and asymptotic and end behavior. |
| AII.EL.6 | Use the laws of exponents to derive the laws of logarithms. Use the laws of logarithms and the inverse relationship between exponential functions and logarithms to evaluate expressions and solve equations in one variable. |
| AII.EL.7 | Represent real-world problems using exponential equations in one or two variables and solve such problems with and without technology. Interpret the solutions and determine whether they are reasonable. |
| AII.PR.1 | Solve real-world and other mathematical problems involving polynomial equations with and without technology. Interpret the solutions and determine whether the solutions are reasonable. |
| AII.PR.2 | Graph relations and functions including polynomial, square root, and piecewise-defined functions (including step functions and absolute value functions) with and without technology. Identify and describe features, such as intercepts, zeros, domain and range, end behavior, and lines of symmetry. |

# PRIORITY STANDARDS

## COURSE: Algebra Two

| Priority Standard | Description |
|---|---|
| All.DSP.3 | Organize, graph (e.g., line plots and box plots), and compare univariate data of two or more different data sets using measures of center (mean and median) and spread (range, inter-quartile range, standard deviation, percentiles, and variance). Understand the effects of outliers on the statistical summary of the data. |
| All.DSP.5 | Understand dependent and independent events, and conditional probability; apply these concepts to calculate probabilities. |
| All.DSP.6 | Understand the multiplication counting principle, permutations, and combinations; apply these concepts to calculate probabilities. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Geometry

| Priority Standard | Description |
|---|---|
| G.LP.1 | Understand and describe the structure of and relationships within an axiomatic system (undefined terms, definitions, axioms and postulates, methods of reasoning, and theorems). Understand the differences among supporting evidence, counterexamples, and actual proofs. |
| G.LP.2 | Know precise definitions for angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, and plane. Use standard geometric notation. |
| G.LP.3 | State, use, and examine the validity of the converse, inverse, and contrapositive of conditional ("if – then") and bi-conditional ("if and only if") statements. |
| G.LP.4 | Develop geometric proofs, including direct proofs, indirect proofs, proofs by contradiction and proofs involving coordinate geometry, using twocolumn, paragraphs, and flow charts formats. |
| G.PL.4 | Know that parallel lines have the same slope and perpendicular lines have opposite reciprocal slopes. Determine if a pair of lines are parallel, perpendicular, or neither by comparing the slopes in coordinate graphs and in equations. Find the equation of a line, passing through a given point, that is parallel or perpendicular to a given line. |
| G.T.1 | Prove and apply theorems about triangles, including the following: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem, using triangle similarity; and the isosceles triangle theorem and its converse. |
| G.T.5 | Use properties of congruent and similar triangles to solve real-world and mathematical problems involving sides, perimeters, and areas of triangles. |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| G.T.8 | Develop the distance formula using the Pythagorem Theorem. Find the lengths and mid-points of line segments in one- or two-dimensional coordinate systems. Find measures of the sides of polygons in the coordinate plane; apply this technique to compute the perimeters and areas of polygons in real-world and mathematical problems. |
| G.T.10 | Use trigonometric ratios (sine, cosine and tangent) and the Pythagorean Theorem to solve real-world and mathematical problems involving right triangles . |
| G.QP.5 | Deduce formulas relating lengths and sides, perimeters, and areas of regular polygons. Understand how limiting cases of such formulas lead to expressions for the circumference and the area of a circle. |
| G.CI.1 | Define, identify and use relationships among the following: radius, diameter, arc, measure of an arc, chord, secant, tangent, and congruent concentric circles. |
| G.CI.4 | Solve real-world and other mathematical problems that involve finding measures of circumference, areas of circles and sectors, and arc lengths and related angles (central, inscribed, and intersections of secants and tangents). |
| G.TR.1 | Use geometric descriptions of rigid motions to transform figures and to predict and describe the results of translations, reflections and rotations on a given figure. Describe a motion or series of motions that will show two shapes are congruent. |
| G.TR.2 | Understand a dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. Verify experimentally the properties of dilations given by a center and a scale factor. Understand the dilation of a line segment is longer or shorter in the ratio given by the scale factor. |
| G.TS.1 | Describe relationships between the faces, edges, and vertices of three-dimensional solids. Create a net for a given three-dimensional solid. Describe the three-dimensional solid that can be made from a given net (or pattern). |
| G.TS.5 | Solve real-world and other mathematical problems involving volume and surface area of prisms, cylinders, cones, spheres, and pyramids, including problems that involve algebraic expressions. |

# PRIORITY STANDARDS

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## COURSE: Trigonometry

| Priority Standard | Description |
|---|---|
| TR.CO.1 | Determine how the graph of a parabola changes if a, b and c changes in the equation y = a(x – b)^2 + c. Find an equation for a parabola when given sufficient information. |
| TR.CO.3 | Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. |
| TR.UC.1 | Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. |
| TR.UC.2 | Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. |
| TR.G.1 | Solve real-world problems with and without technology that can be modeled using right triangles, including problems that can be modeled using trigonometric ratios. Interpret the solutions and determine whether the solutions are reasonable |
| TR.G.2 | Explain and use the relationship between the sine and cosine of complementary angles. |

# PRIORITY STANDARDS

## COURSE: Trigonometry

| Priority Standard | Description |
|---|---|
| TR.G.5 | Understand and apply the Laws of Sines and Cosines to solve real-world and other mathematical problems involving right and non-right triangles. |
| TR.PF.2 | Graph trigonometric functions with and without technology. Use the graphs to model and analyze periodic phenomena, stating amplitude, period, frequency, phase shift, and midline (vertical shift). |
| TR.PF.4 | Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. |
| TR.ID.1 | Prove the Pythagorean identity sin^2(x) + cos^2(x) = 1 and use it to find trigonometric ratios, given sin(x), cos(x), or tan(x), and the quadrant of the angle. |
| TR.PC.1 | Define polar coordinates and relate polar coordinates to Cartesian coordinates. |
| TR.V.1 | Solve problems involving velocity and other quantities that can be represented by vectors. |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Precalculus

| Priority Standard | Description |
|---|---|
| PC.PCN.2 | Understand and use complex numbers, including real and imaginary numbers, on the complex plane in rectangular and polar form, and explain why the rectangular and polar forms of a given complex number represent the same number. |
| PC.F.1 | For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. |
| PC.F.2 | Find linear models by using median fit and least squares regression methods. Decide which among several linear models gives a better fit. Interpret the slope and intercept in terms of the original context. |
| PC.F.6 | Describe the effect on the graph of replacing f(x) by f(x) + k, k f(x),f(kx), and f (x + k) for specific values of k (both positive and negative). Find the value of k given the graph f(x) and the graph of f(x) + k, k f(x), f(kx), or f(x + k). Experiment with cases and illustrate an explanation of the effects on the graph using technology. Recognize even and odd functions from their graphs and algebraic expressions. |
| PC.F.7 | Decide if a function is continuous at a point. Find the types of discontinuities of a function and relate them to finding limits of a function. Use the concept of limits to describe discontinuity and end-behavior of the function. |
| PC.QPR.2 | Graph rational functions with and without technology. Identify and describe features such as intercepts, domain and range, and asymptotic and end behavior. |

# COURSE: Precalculus

| Priority Standard | Description |
|---|---|
| PC.EL.3 | Graph and solve real-world and other mathematical problems that can be modeled using exponential and logarithmic equations and inequalities; interpret the solution and determine whether it is reasonable. |
| PC.EL.4 | Use technology to find a quadratic, exponential, logarithmic, or power function that models a relationship for a bivariate data set to make predictions; compute (using technology) and interpret the correlation coefficient. |
| PC.PE.2 | Analyze planar curves, including those given in parametric form. |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Finite Math

| Priority Standard | Description |
|---|---|
| FM.S.2 | Perform operations on sets (union, intersection, complement, cross product) and illustrate using Venn diagrams. |
| FM.MA.4 | Solve problems represented by matrices using row-reduction techniques and properties of matrix multiplication, including identity and inverse matrices. |
| FM.MA.5 | Use matrices to solve real-world problems that can be modeled by a system of equations (i.e. up to 3 linear equations) in two or three variables using technology. |
| FM.N.1 | Use networks, traceable paths, tree diagrams, Venn diagrams, and other pictorial representations to find the number of outcomes in a problem situation. |
| FM.N.4 | Construct and interpret directed and undirected graphs, decision trees, networks, and flow charts that model real-world contexts and problems. |
| FM.O.2 | Use geometric and algebraic techniques to solve optimization problems with and without technology. |
| FM.P.1 | Use Markov chains to solve problems with and without technology. |
| FM.P.4 | Understand the multiplication counting principle, permutations, and combinations; use them to solve real-world problems. Use simulations with and without technology to solve counting and probability problems. |
| FM.P.6 | Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. |

# COURSE: Finite Math

| Priority Standard | Description |
|---|---|
| FM.P.7 | Analyze decisions and strategies using probability concepts. Analyze probabilities to interpret odds and risk of events. |
| FM.P.9 | Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. |
| FM.P.10 | Use the relative frequency of a specified outcome of an event to estimate the probability of the outcome and apply the law of large numbers in simple examples. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Calculus

| Priority Standard | Description |
|---|---|
| C.LC.1 | Understand the concept of limit and estimate limits from graphs and tables of values. |
| C.LC.4 | Find limits of rational functions that are undefined at a point. |
| C.LC.5 | Find limits at infinity. |
| C.LC.9 | Decide if a function is continuous at a point. |
| C.LC.11 | Understand and use the Intermediate Value Theorem on a function over a closed interval. |
| C.D.1 | Understand the concept of derivative geometrically, numerically, and analytically, and interpret the derivative as a rate of change. |

# PRIORITY STANDARDS

## COURSE: Calculus

| Priority Standard | Description |
|---|---|
| C.D.3 | Find the derivatives of functions, including algebraic, trigonometric, logarithmic, and exponential functions. |
| C.D.4 | Find the derivatives of sums, products, and quotients. |
| C.D.5 | Find the derivatives of composite functions, using the chain rule. |
| C.D.8 | Find second derivatives and derivatives of higher order. |
| C.AD.2 | Find a tangent line to a curve at a point and a local linear approximation. |
| C.AD.3 | Decide where functions are decreasing and increasing. Understand the relationship between the increasing and decreasing behavior of f and the sign of f'. |
| C.AD.7 | Use first and second derivatives to help sketch graphs modeling real-world and other mathematical problems with and without technology. Compare the corresponding characteristics of the graphs of f, f', and f''. |
| C.AD.9 | Solve optimization real-world problems with and without technology. |

# PRIORITY STANDARDS

## COURSE: Calculus

| Priority Standard | Description |
|---|---|
| C.AD.10 | Find average and instantaneous rates of change. Understand the instantaneous rate of change as the limit of the average rate of change. Interpret a derivative as a rate of change in applications, including distance, velocity, and acceleration. |
| C.AD.12 | Model rates of change, including related rates problems. |
| C.I.4 | Understand the Fundamental Theorem of Calculus: Interpret a definite integral of the rate of change of a quantity over an interval as the change of the quantity over the interval, that is $\int_a^b f'(x)dx = f(b) - f(a)$ |
| C.I.5 | Use the Fundamental Theorem of Calculus to evaluate definite and indefinite integrals and to represent particular antiderivatives. Perform analytical and graphical analysis of functions so defined. |
| C.I.7 | Understand and use integration by substitution (or change of variable) to find values of integrals. |
| C.AI.4 | Use definite integrals to find the area between a curve and the x-axis, or between two curves. |
| C.AI.6 | Use definite integrals to find the volume of a solid with known cross-sectional area. |

# PRIORITY STANDARDS

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## COURSE: Business Math

| Priority Standard | Description |
|---|---|
| BMH—1.1 | Reinforce basic math skills, such as but not limited to percents, decimals, and fractions, and algebraic skills of solving equations with one or two variables. |
| BMH—1.2 | Select and use appropriate formulas to solve problems. |
| BMH—2.2 | Use formulas and geometric reasoning necessary for area, perimeter, circumference, diameter, and volume. |
| BMH—3.2 | Use probability concepts to predict events |
| BMH—4.2 | Calculate and plan for taxes including sales, income, and property. |
| BMH—4.6 | Calculate and plan for a variety of expenses. |
| BMH—4.9 | Compare the costs of renting, leasing, or buying plant or current assets. |
| BMH—6.1 | Maintain checking account records (e.g. checks, check register, and deposit slips) |
| BMH—6.3 | Compare and contrast different financial institutions and their services. Assess data from the stock markets used in making investment decisions. |
| BMH—7.2 | Calculate the costs associated with installment purchases. |
| BMH—7.3 | Compare cash price to installment price in order to make a purchasing decision |
| BMH—9.2 | Create and analyze budgets |
| BMH—10.3 | Use discussion skills to assume leadership and participant roles |
| BMH—10.4 | Use research, composition, and oral skills to present information for a variety of situations utilizing appropriate technology. |
| BMH—10.7 | Follow and interpret directions, graphs, charts and diagrams found in technical writing. |
| BMH—10.8 | Use appropriate industry terminology |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Physical Education

| Priority Standard | Description |
|---|---|
| HSL 1.1.1.A | Demonstrates competency in activity-specific movement skill in two or more lifetime activities such as outdoor pursuits, individual performance activities, aquatics, net/wall games or target games. |
| HSL 1.1.1.C | Demonstrates competency in one or more specialized skills in health-related fitness activities (such as Yoga, Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). |
| HSL 1.2.1.A | Applies the terminology associated with exercise and participation in individual-performance activities (such as dance, net/wall games, target games and/or outdoor pursuits appropriately). |
| HSL 1.2.1.B | Uses movement concepts to analyze and improve performance of self and/or others in a selected skill. |
| HSL 1.3.1.B | Demonstrates muscular strength and muscular endurance exercises effectively (isometric, concentric, eccentric), such as using resistance bands, body weight, free weights, and resistance-training machines for personal fitness development. |
| HSL 1.3.2.B | Evaluates risks and safety factors that might affect physical preferences throughout the lifespan. |

# PRIORITY STANDARDS

## COURSE: Physical Education

| Priority Standard | Description |
|---|---|
| HSL 1.3.2.C | Investigates activities that can be pursued in the local environment (such as health clubs, recreational leagues, indoor/outdoor trails, community centers) |
| HSL 1.3.6.A | Investigates activities that can be pursued in the local environment (such as health clubs, recreational leagues, indoor/outdoor trails, community centers) |
| HSL 1.4.2.A | Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity |
| HSL 1.4.3.A | Solves problems and thinks critically when working with others during physical activity, both as an individual and in groups. |
| HSL1.5.1.B | Identifies the relationship between engaging in physical activities and positive outcomes related to social interaction |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Advanced Physical Education

| Priority Standard | Description |
|---|---|
| Standard 1 | **The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.** |
| Standard 2 | **The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.** |
| Standard 3 | **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.** |
| Standard 4 | **The physically literate individual exhibits responsible personal and social behavior that respects self and others.** |
| Standard 5 | **The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.** |
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# PRIORITY STANDARDS

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## COURSE: Health

| Priority Standard | Description |
|---|---|
| 12.1.1 | Predict how healthy behaviors can impact personal health. |
| 12.1.4 | Propose ways to reduce or prevent injuries and health problems |
| 12.1.7 | Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors |
| 12.2.3 | Evaluate the effect of media on health behaviors |
| 12.2.5 | Analyze how culture supports and challenges health beliefs, practices and behaviors . |
| 12.2.8 | Analyze the influence of personal values and beliefs on individual health practices and behaviors. |

# PRIORITY STANDARDS

## COURSE: Health

| Priority Standard | Description |
|---|---|
| 12.4.1 | Apply effective verbal (assertiveness) and nonverbal communication skills in real-life health situations. |
| 12.5.6 | Assume responsibility for personal health decisions |
| 12.6.1 | Critically analyze and articulate the benefits of planning and setting personal health goals. |
| 12.7.1 | Conduct a personal assessment of health and safety knowledge and skills. |

# PRIORITY STANDARDS

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## COURSE: Biology

| Priority Standard | |
|---|---|
| B.1.1 | Compare and contrast the structure and function of the essential biological macromolecules (i.e. carbohydrates, lipids, proteins, and nucleic acids), as well as, how chemical elements (i.e. carbon, hydrogen, oxygen, nitrogen, phosphorus and sulfur) can combine to form these biomolecules. |
| B.2.4 | Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. |
| B.3.1 | Use mathematical and/or computational representation to explain why the carrying capacity ecosystems can support is limited by the available energy, water, oxygen, and minerals and by the ability of ecosystems to recycle the remains of dead organisms. |
| B.3.2 | Design, evaluate, and refine a model which shows how human activities and natural phenomena can change the flow of matter and energy in an ecosystem and how those changes impact the environment and biodiversity of populations in ecosystems of different scales, as well as how these human impacts can be reduced. |
| B.4.3 | Construct a model to explain that the unique shape and function of each protein is determined by the sequence of its amino acids, and thus is determined by the sequence of the DNA that codes for this protein. |
| B.5.2 | Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence including both anatomical and molecular evidence. |

# PRIORITY STANDARDS

## COURSE: Biology

| Priority Standard | Description |
|---|---|
| B.5.5 | Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment |
| B.5.6 | Analyze and interpret data for patterns in the fossil record and molecular data that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: 3108 - Integrated Chem. & Phys.

| Priority Standard | Description |
|---|---|
| ICP.1.1 | Develop graphical, mathematical, and pictorial representations (such as a motion map) that describe the relationship between the clock reading (time) and position of an object moving at a constant velocity and apply those representations to qualitatively and quantitatively describe the motion of an object. |
| ICP.2.1 | Develop graphical, mathematical, and pictorial representations (such as a motion map) that describe the relationship between the clock reading (time) and velocity of an object moving at a constant acceleration and apply those representations to qualitatively and quantitatively describe the motion of an object in terms of its change in position or velocity. |
| ICP.3.1 | Develop pictorial and graphical representations which show that a single external applied force changes the velocity of an object, and that when no force acts, the velocity of an object remains constant. |
| ICP.3.4 | Develop pictorial and graphical representations which show that a non-zero net force on an object results in an acceleration of the object and that the acceleration of an object of constant mass is proportional to the total force acting on it, and inversely proportional to its mass for a constant applied total force. |
| ICP.3.7 | Develop pictorial and graphical representations which show that when two objects interact, the forces occur in pairs according to Newton's third law and that the change in motion of each object is dependent on the mass of each object. |
| ICP.4.2 | Identify forms of energy present in a system (kinetic, gravitational, elastic, etc.), and pictorially represent the distribution of energies, such as using pie or bar charts. |

# PRIORITY STANDARDS

## COURSE: 3108 - Integrated Chem. & Phys.

| Priority Standard | Description |
|---|---|
| ICP.5.3 | At the particle level, describe the relationship between temperature and the average kinetic energy of particles in the system and describe how a thermometer measures the temperature of a system. |
| ICP.5.6 | Describe and demonstrate how the kinetic theory can be extended to describe the properties of liquids and solids by introducing attractive forces between the particles. |
| ICP.6.1 | Distinguish between elements, mixtures, and compounds based on their composition and bonds and be able to construct or sketch particle models to represent them. |
| ICP.7.1 | Pictorially or mathematically represent chemical changes using particle diagrams and chemical equations. |
| ICP.10.2 | Describe the model of the atomic nucleus and explain how the nucleus stays together in spite of the repulsion between protons. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: 3102 - Physical Science

| Priority | |
|---|---|
| 8.PS.2 | Illustrate with diagrams (drawings) how atoms are arranged in simple molecules. Distinguish between atoms, elements, molecules, and compounds. |
| 8.PS.6 | Compare and contrast physical change vs. chemical change. Analyze the properties of substances before and after substances interact to determine if a chemical reaction has occurred. |
| 8.PS.7 | Balance chemical equations to show how the total number of atoms for each element does not change in chemical reactions and as a result, mass is always conserved in a closed system. (Law of Conservation of Mass.) |
| 8.PS.1 | Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe. |
| 7.PS.1 | Draw, construct models, or use animations to differentiate between atoms, elements, molecules, and compounds. |
| 7.PS.2 | Describe the properties of solids, liquids, and gases. Develop models that predict and describe changes in particle motion, density, temperature, and state of a pure substance when thermal energy is added or removed. |
| 7.PS.3 | Investigate the Law of Conservation of Mass by measuring and comparing the mass of a substance before and after a change of state. |
| 7.PS.8 | Investigate a process in which energy is transferred from one form to another and provide evidence that the total amount of energy does not change during the transfer when the system is closed. (Law of conservation of energy) |

# PRIORITY STANDARDS

## COURSE: 3030 - Life Science

| Priority Standard | Description |
|---|---|
| 7.LS.1 | Investigate and observe cells in living organisms and collect evidence showing that living things are made of cells. Compare and provide examples of prokaryotic and eukaryotic organisms. Identify the characteristics of living things. |
| 7.LS.2 | Create a model to show how the cells in multicellular organisms repeatedly divide to make more cells for growth and repair as a result of mitosis. Explain how mitosis is related to cancer. |
| 7.LS.5 | Compare and contrast the form and function of the organelles found in plant and animal cells. |
| 8.LS.2 | Demonstrate how genetic information is transmitted from parent to offspring through chromosomes via the process of meiosis. Explain how living things grow and develop. |
| 8.LS.3 | Create and analyze Punnett squares to calculate the probability of specific traits being passed from parents to offspring using different patterns of inheritance. |
| 8.LS.6 | Create models to show how the structures of chromatin, chromosomes, chromatids, genes, alleles and deoxyribonucleic acid (DNA) molecules are related and differ. |
| 8.LS.9 | Examine traits of individuals within a species that may give them an advantage or disadvantage to survive and reproduce in stable or changing environment. |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Life Science, Applied

| Priority Standard | Description |
|---|---|
| | Students develop an understanding of the characteristics of organisms. |
| | Students develop an understanding of populations and ecosystems. |
| | Students understand the life cycles of living things. |
| | Students understand biological evolution and diversity of life. |
| | Students understand the relationship between organisms and their physical environment. |
| | Understand nature of scientific inquiry. |

# PRIORITY STANDARDS

## COURSE: Life Science, Applied

| Priority Standard | Description |
|---|---|
| | Understands the fundamental concepts of growth and development |
| | Understands the structure and function of cells and organisms |
| | Knows how to maintain and promote personal health. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Chemistry

| Priority Standard | Description |
|---|---|
| C.1.2 | Use chemical properties, extensive, and intensive physical properties to identify substances. |
| C.1.3 | Recognize observable macroscopic indicators of chemical changes. |
| C.1.5 | Describe the characteristics of solids, liquids, and gases and changes in state at the macroscopic and microscopic levels. |
| C.1.7 | Perform calculations involving density and distinguish among materials based on densities. |
| C.2.2 | Determine the number of protons, neutrons, and electrons in isotopes and calculate the average atomic mass from isotopic abundance data. |
| C.2.3 | Write the full and noble gas electron configuration of an element, determine its valence electrons, and relate this to its position on the periodic table. |

# PRIORITY STANDARDS

## COURSE: Chemistry

| Priority Standard | Description |
|---|---|
| C.3.1 | Investigate the observable characteristics of elements, ionic, and covalent compounds. |
| C.3.4 | Write chemical formulas for ionic compounds and covalent compounds given their names and vice versa. |
| C.4.1 | Describe, classify, and give examples of various kinds of reactions: synthesis (i.e., combination), decomposition, single displacement, double displacement, acid/base, and combustion. |
| C.4.2 | Predict products of simple reactions as listed in C.4.1. |
| C.4.3 | Balance chemical equations and use the law of conservation of mass to explain why this must be true. |
| C.4.4 | Apply the mole concept to determine the mass, moles, number of particles, or volume of a gas at STP, in any given sample, for an element or compound. |
| C.4.5 | Use a balanced chemical equation to calculate the quantities of reactants needed and products made in a chemical reaction that goes to completion. |
| C.5.1 | Use the kinetic molecular theory with the combined and ideal gas laws to explain changes in volume, pressure, moles, and temperature of a gas. |

# PRIORITY STANDARDS

## COURSE: Chemistry

| Priority Standard | Description |
|---|---|
| C.5.2 | Apply the ideal gas equation ($PV = nRT$) to calculate the change in one variable when another variable is changed and the others are held constant. |
| C.6.3 | Classify chemical reactions and phase changes as exothermic or endothermic based on enthalpy values. Use a graphical representation to illustrate the energy changes involved. |
| C.6.4 | Perform calculations involving heat flow, temperature changes, and phase changes by using known values of specific heat, phase change constants, or both. |
| C.7.1 | Describe the composition and properties of solutions. |
| C.7.3 | Describe the concentration of solutes in a solution in terms of molarity. Perform calculations using molarity, mass, and volume. Prepare a sample of given molarity provided a known solute. |
| C.8.1 | Classify solutions as acids or bases and describe their characteristic properties. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Honors Chemistry

| Priority Standard | Description |
|---|---|
| C.1.2 | Use chemical properties, extensive, and intensive physical properties to identify substances. |
| C.1.3 | Recognize observable macroscopic indicators of chemical changes. |
| C.1.5 | Describe the characteristics of solids, liquids, and gases and changes in state at the macroscopic and microscopic levels. |
| C.1.7 | Perform calculations involving density and distinguish among materials based on densities. |
| C.2.2 | Determine the number of protons, neutrons, and electrons in isotopes and calculate the average atomic mass from isotopic abundance data. |
| C.2.3 | Write the full and noble gas electron configuration of an element, determine its valence electrons, and relate this to its position on the periodic table. |

# PRIORITY STANDARDS

## COURSE: Honors Chemistry

| Priority Standard | Description |
|---|---|
| C.3.1 | Investigate the observable characteristics of elements, ionic, and covalent compounds. |
| C.3.4 | Write chemical formulas for ionic compounds and covalent compounds given their names and vice versa. |
| C.4.1 | Describe, classify, and give examples of various kinds of reactions: synthesis (i.e., combination), decomposition, single displacement, double displacement, acid/base, and combustion. |
| C.4.2 | Predict products of simple reactions as listed in C.4.1. |
| C.4.3 | Balance chemical equations and use the law of conservation of mass to explain why this must be true. |
| C.4.4 | Apply the mole concept to determine the mass, moles, number of particles, or volume of a gas at STP, in any given sample, for an element or compound. |
| C.4.5 | Use a balanced chemical equation to calculate the quantities of reactants needed and products made in a chemical reaction that goes to completion. |
| C.5.1 | Use the kinetic molecular theory with the combined and ideal gas laws to explain changes in volume, pressure, moles, and temperature of a gas. |

# PRIORITY STANDARDS

## COURSE: Honors Chemistry

| Priority Standard | Description |
|---|---|
| C.5.2 | Apply the ideal gas equation (PV = nRT) to calculate the change in one variable when another variable is changed and the others are held constant. |
| C.6.3 | Classify chemical reactions and phase changes as exothermic or endothermic based on enthalpy values. Use a graphical representation to illustrate the energy changes involved. |
| C.6.4 | Perform calculations involving heat flow, temperature changes, and phase changes by using known values of specific heat, phase change constants, or both. |
| C.7.1 | Describe the composition and properties of solutions. |
| C.7.3 | Describe the concentration of solutes in a solution in terms of molarity. Perform calculations using molarity, mass, and volume. Prepare a sample of given molarity provided a known solute. |
| C.8.1 | Classify solutions as acids or bases and describe their characteristic properties. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Earth Science

| Priority Standard | Description |
|---|---|
| Standard 1 The Universe | **ES.1.3** Create a diagram, flowchart, or written explanation that details the cooling of energy into protons and early elements, and early elements into superstars and galaxies. Explain the role of gravitational attraction in the formation of stars and galaxies from clouds of these early elements. |
| Standard 1 The Universe | **ES.1.4** Differentiate between the life cycles of stars of different masses found on the Hertzsprung-Russell Diagram. Differentiate between low, medium (including our sun), and high mass stars by what elements can be produced, and therefore whether or not they can achieve red giant phase or go supernova. |
| Standard 2 The Solar System | **ES.2.1** Construct a flowchart with diagrams and descriptions outlining the nebular theory of solar system formation. Include the formation of one or more stars, planetesimals, protoplanets, Jovian and terrestrial planets, and other objects including satellites and small bodies. |
| Standard 4 The Atmosphere and Hydrosphere | **ES.4.5** Chart and explain the changes in weather as it relates to humidity, air pressure, and temperature. Explain how these factors result in local wind patterns and cloud cover. Explain the origin, life cycle, and behavior of weather systems, especially severe weather. Create an emergency plan for severe storms, both summer and winter. |
| Standard 5 The Solid Earth | **ES.5.2** Create a rock cycle flowchart or diagram that demonstrates the processes involved in the formation, breakdown, and reformation of igneous, sedimentary, and metamorphic rock. Show how each type can melt and reform igneous rock, undergo the various metamorphic processes, and undergo physical and chemical weathering to form sedimentary rock. |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| Standard 5 The Solid Earth | **ES.5.4** Differentiate between relative and absolute geological time. Detail how sedimentary rock can be dated based on relative-age dating and positioning, while igneous formations can be radiometrically dated. Differentiate between radiocarbon dating used for organic materials and other types of radiometric dating for inorganic rock formation. |
| Standard 5 The Solid Earth | **ES.5.6** Create models or diagrams to show how plate movement and sea level changes have changed continental land masses over time. Include the creation and destruction of inland seas, sedimentary rock formations including evaporites and biochemical formations, and the shaping and destruction of surface features. |
| Standard 6 Earth Processes | **ES.6.5** Create models that demonstrate different types of orogeny resulting from plate tectonics. Show how the interactions between oceanic and continental plates create different geological features (such as volcanic island arcs or high altitude plateaus) depending on what types of plates are involved in the motions along different plate boundaries. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Anatomy & Physiology (2013 std)

| Priority Standard | Description |
|---|---|
| Standard 2.6 | Protein Synthesis: Connect the processes of transcription and translation. |
| Standard 3.5 | Choose the correct anatomical terms to describe body directions, regions, and body planes. |
| Standard 6.3 | Describe the structure and function of the accessory structures of the skin. |
| Standard 7.8 | Analyze the histology of compact and cancellous bone. |
| Standard 8.1 | Analyze the sliding filament model of muscle contraction. |
| Standard 8.2 | Evaluate the methods that are used to produce ATP for muscle contraction. |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| Standard 10.2 | Explain the basic functions of the nervous system. |
| Standard 10.3 | Describe functions and differences in the parts of the autonomic nervous system. |
| Standard 13.1 | Establish the general function of the endocrine system. |
| Standard 16.1 | Establish the general functions of the urinary system. |
| Standard 19.4 | Evaluate the functional roles and characteristics of the different types of blood vessels. |
| Standard 22.1 | Analyze the general functions of the lymphatic system. |
| Standard 25.1 | Choose the functions of the different organs of the gastrointestinal tract and the accessory organs of digestion. |
| Standard 26.1 | Evaluate the general functions of the reproductive system. |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: PLTW - Principles of Biomedical Sciences

| Priority Standard | Description |
|---|---|
| SEP | Ask questions that arise from careful observation of phenomena, or unexpected results, to clarify and/or seek additional information; that arise from examining models or a theory, to clarify and/or seek additional information and relationships; to determine relationships, including quantitative relationships, between independent and dependent variables; to clarify and refine a model, an explanation, or an engineering problem. |
| SEP | Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems. |
| SEP | Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. |
| SEP | Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. |
| SEP | Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence. |
| DCI-LS1.A | Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. |

# PRIORITY STANDARDS

## COURSE: PLTW - Biomedical Sciences

| Priority Standard | Description |
|---|---|
| DCI-ETS1.B | When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. |
| HS-LS1.1 | Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. |
| HS-LS1.2 | Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. |
| HS-LS3.1 | Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. |
| HS-ETS1.2 | Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. |

# PRIORITY STANDARDS

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## COURSE: PLTW Medical Interventions

| Priority Standard | Description |
|---|---|
| National Health Science Foundation Standards 1.11 FS1 | FS1 Academics: ***Understand human anatomy, physiology, common diseases, and medical math principles.*** Identify the basic levels of organization of the human body: chemical, cellular, tissue, organ, systems, & organism |
| 1.13FS1 | Analyze basic structures and functions of human body systems: skeletal, muscular, cardiovascular, integumentary, cardiovascular, lymphatic, respiratory, nervous, senses, endocrine, digestive, urinary, & reproductive |
| 1.21 FS1 | Describe common diseases and disorders of each body system such as cancer, diabetes, dementia, stroke, heart disease, tuberculosis, hepatitis, COPD, kidney disease, arthritis, ulcers. (etiology, pathology, diagnosis, treatment & prevention) |
| 1.23 FS1 | Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease such as gene testing, gene therapy, human proteomics, cloning and stem cell research. |
| 2.16 FS2 | FS2 Communications: ***Demonstrate methods of delivering and obtaining information while communicating effectively.*** Modify communication to meet the needs of the patient/client and be appropriate to the situation. |
| 7.12 FS7 | FS7 Safety Practices: ***Identifying existing/potential hazards to clients & self. Employ safe work practices, follow health/safety policies/procedures to prevent injury/illness.*** Differentiate methods of controlling the spread & growth of microorganisms (aseptic control, precaution, isolation, vaccinations) |

# PRIORITY STANDARDS

## COURSE: PLTW Medical Interventions

| Priority Standard | Description |
|---|---|
| Next Generation Science Standards HS.LS1.1 | ***From Molecules to Organisms: Structures & Processes*** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells |
| DCI-LS1.A | ***From Molecules to Organisms: Structures & Processes - Structure & Function*** All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells |
| DCI– LS3.A | ***Heredity: Inheritance & Variation of Traits*** Each chromosome consists of a DNA molecule & each gene on the chromosome is a particular segment of DNA. The instructions for forming species' traits are carried in DNA. Not all genes code for protein and some have no known function |
| Science & Engineering Practice—Constructing Explanation & Designing Solutions | Design, evaluate, refine a solution to a complex real world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. |
| Science & Engineering Practice—Engaging in Argument from Evidence | Evaluate the claims, evidence, and reasoning behind currently accepted explanation and solutions to determine the merits of arguments. |
| Science & Engineering Practice—Engaging in Argument from Evidence | Construct, use, and present an oral and written argument or counterarguemnt s based on data and evidence. |
| Crosscutting Concepts - Cause & Effect: Mechanism & Prediction | Cause and Effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about the smaller scale mechanisms within the system |
| Crosscutting Concepts—Systems and System Models | A system is an organized group of related objects or components. Models can be used for understanding and predicting the behavior of systems |

# PRIORITY STANDARDS

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## COURSE: Adv. Topics in Science—Zoology

| Priority Standard | Description |
|---|---|
| HS-LS1.2 | Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. |
| HS-LS2.1 | Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. |
| HS-LS2.2 | Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations of ecosystems at different scales. |
| HS-LS2.4 | Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. |
| HS-LS2.6 | Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. |
| HS-LS2.7 | Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. |

# PRIORITY STANDARDS

## COURSE: Adv. Topics in Science—Zoology

| Priority Standard | Description |
|---|---|
| HS-LS2.8 | Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. |
| HS-LS4.1 | Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. |
| HS-LS4.2 | Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. |
| HS-LS4.4 | Construct an explanation based on evidence for how natural selection leads to adaptation of populations. |
| HS-LS4.5 | Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. |

# PRIORITY STANDARDS

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## COURSE: World Geography and Civilizations

| Priority Standard | Description |
|---|---|
| WG 2.2 | Analyze and provide examples of ways in which people's changing views of places and regions reflect cultural changes; explain how people's views of physical features influence and are influenced by human behavior. |
| WG 2.4 | Give examples of how people create regions to understand Earth's complexity. |
| WG 3.2 | Identify and account for the distribution pattern of the world's climates, taking into account the Earth/Sun relationship, ocean currents, prevailing winds, and latitude and longitude. |
| WG 3.3 | Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns. |
| WG 4.1 | Using maps, establish world patterns of population distribution, density and growth. Relate population growth rates to health statistics, food supply or measure of well-being. Explain that population patterns differ not only among countries but also among regions within a single country. |
| WG 4.2 | Develop maps of human migration and settlement patterns at different times in history and compare them to the present |

# PRIORITY STANDARDS

## COURSE: World Geography and Civilizations

| Priority Standard | Description |
|---|---|
| WG 4.3 | Hypothesize about the impact of push factors and pull factors on human migration in selected regions and about changes in these factors over time. |
| WG 4.4 | Evaluate the impact of human migration on physical and human systems. (economic, government, environment, individuals, society, and culture) |
| WG 4.5 | Assess the consequences of population growth or decline in various parts of the United States and determine whether the local community is shrinking or growing. |
| WG 4.6 | Map the distribution patterns of the world's major religions and identify cultural features associated with each. |
| WG 4.7 | Map the distribution pattern of the world's major languages. Map and explain the concept of a lingua franca in various parts of the world. |
| WG 4.8 | Explain how changes in communication and transportation technology contribute to the spread of ideas and to cultural convergence and divergence. |
| WG 4.9 | Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities. Plot data and draw conclusions about how the percentage of the working population in each of these categories varies by country and changes over time. |
| WG 4.11 | Compare the levels of economic development of countries of the world in terms of Gross Domestic Product per capita and key demographic and social indicators. Map and summarize the results. |

# PRIORITY STANDARDS

## COURSE: World Geography and Civilizations

| Priority Standard | Description |
|---|---|
| WG 4.13 | Identify contemporary spatial patterns in the movement of goods and services throughout the world. |
| WG 4.14 | Use global political, economic, cultural, or social flows to describe and illustrate interdependence between places, countries and regions. |
| WG 4.18 | Identify specific situations where human or cultural factors are involved in geographic conflict and identify different viewpoints in the conflict. Create scenarios under which these cultural factors would no longer trigger conflict. |
| WG 5.1 | Identify and describe the effect of human interaction on the world's environment. |
| WG 5.3 | Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to cope with them. |
| WG 5.5 | Describe how and why the ability of people to use Earth's resources to feed themselves has changed over time. |

# PRIORITY STANDARDS

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## COURSE: World History and Civilizations

| Priority Standard | Description |
|---|---|
| WH 3.4 | Examine the origins, rise, and spread of Islam including the life of Muhammad, Islam's division into the Sunnis and Shiites, and Islam's early impact on the west Asia, Europe, and North Africa. |
| WH 3.8 | Analyze the consequences of the fall of the Western Roman Empire and the development of feudalism and manorialism in Europe. |
| WH 3.11 | Examine the key achievements of civilizations in Africa prior to European contact. |
| WH 4.1 | Trace the origins and developments of the European Renaissance and its impact throughout Western Europe. |
| WH 4.2 | Analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion. |
| WH 4.4 | Explain the causes of the worldwide voyages of exploration. |

# PRIORITY STANDARDS

## COURSE: World History and Civilizations

| Priority Standard | Description |
|---|---|
| WH 4.5 | Explain consequences of the conquests and colonization as a result of the worldwide voyages of exploration including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas. |
| WH 4.9 | Describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688. |
| WH 5.1 | Explain the key developments of the Scientific Revolution and its impact on the world. |
| WH 5.2 | Explain the key ideas of the Enlightenment in European history and describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government. |
| WH 5.3 | Examine the key causes, events, and consequences of the French Revolution including the rise and fall of Napoleon. |
| WH 5.6 | Explain the causes and conditions of the Industrial Revolution. |
| WH 6.1 | Identify and explain the impact of nationalism, imperialism, militarism, and alliances on relationships between states. |
| WH 6.3 | Explain the causes and consequences of the Russian Revolutions of 1917 and the establishment of the Union of Soviet Socialist Republics. |

# PRIORITY STANDARDS

## COURSE: World History and Civilizations

| Priority Standard | Description |
|---|---|
| WH 6.4 | Examine the events and developments of the interwar period and their impact on the beginning of WWII including the impact of WWI on society, the Great Depression, and the rise of totalitarianism. |
| WH 6.5 | Identify the causes (social, political, militaristic, and economic) and key events of World War II and analyze the impact this war had on the global community. |
| WH 6.6 | Examine the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators, and summarize world responses including the Nuremberg Trials. |
| WH 6.7 | Explain the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world. |
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# PRIORITY STANDARDS

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## COURSE: United States History

| Priority Standard | Description |
|---|---|
| 1.1 | Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents. http://www.ourdocuments.gov/content.php?flash=true&page=milestone |
| 1.4 | Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877 |
| 3.6 | Analyze the reasons why the United States became involved in World War I |
| 4.5 | Analyze the causes of the Great Depression and its social and cultural impacts. |
| 5.3 | Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. |
| 5.5 | Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes. |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| 5.9 | Explain the origins of the Cold War. |
| 6.2 | Explain the origins of the Civil Rights Movement in the North and South (1945-1960) |
| 6.3 | Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954). |
| 7.8 | Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980 |
| 7.9 | Analyze the foreign and domestic consequences of U.S. involvement in Vietnam. |
| 8.2 | Describe developing trends in science and technology and explain how they impact the lives of Americans today including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy |
| 8.8 | Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy. |
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# PRIORITY STANDARDS

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## COURSE: US Government

| Priority Standard | Description |
|---|---|
| USG.1.8 | Evaluate the importance of a written constitution in establishing and maintaining The principles of rule of law and limited government |
| USG.1.9 | Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties. |
| USG.2.6 | Explain how a shared American civic identity is based on commitment to foundational ideas in Founding Era documents and how it has changed through subsequent periods of United States history to present day. |
| USG.3.1 | Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional, and representative democracy. |
| USG.3.2 | Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, and republican government. Provide examples of these principles in the governments of the United States and Indiana. |
| USG.3.3 | Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government. |

# PRIORITY STANDARDS

## COURSE: US Government

| Priority Standard | Description |
|---|---|
| USG.3.6 | Compare and contrast the enumerated, implied, and denied powers in both the United S Constitution and the Indiana Constitution. |
| USG.3.7 | Explain the relationships among branches of the United States government and Indiana ernment, which involve separation and sharing of powers as a means to limited governn |
| USG.3.19 | Identify the historical significance of and analyze decisions by the United States Suprem Court about the constitutional principles of separation of powers and checks and balanc such landmark cases as Marbury v. Madison, Baker v. Carr, US v. Nixon, Clinton v. City New York, and Bush v. Gore. |
| USG.4.5 | Analyze powers the United States Constitution gives to the executive, legislative and jud branches of government in the area of foreign affairs. |
| USG.5.3 | Discuss the individual's legal obligation to obey the law, serve as a juror, and pay taxes. |
| USG.5.4 | Identify and describe the civil and constitutional rights found in the United States Const tion and Bill of Rights and expanded by decisions of the United States Supreme Court; a lyze and evaluate landmark cases of the United States Supreme Court concerning civil ri and liberties of individuals. |
| USG.5.6 | Explain and give examples of important citizen actions that can impact local, state, and f eral government as individuals and members of interest groups. |
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2020 - 2021, Semester 2

# PRIORITY STANDARDS

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## COURSE: Psychology

| Priority Standard | Description |
|---|---|
| 1.1 | Define psychology as a discipline and identify its goals as a science. |
| 1.2 | Explain how scientific methodology has been used in psychological research in the past and present |
| 2.1 | Describe the structure and function of the major regions of the brain; specifically the fore-brain, hindbrain, midbrain, and the four lobes. |
| 3.7 | Describe the theories of various developmental psychologists including Piaget and Freud |
| 4.4 | Describe the processes of memory, including encoding, storage, and retrieval. |
| 5.3 | Distinguish between stress and distress. |

# PRIORITY STANDARDS

## COURSE: Sociology

| Priority Standard | Description |
|---|---|
| 1.2 | Identify key figures in the development of the discipline of sociology. |
| 1.4 | Explain the major theoretical perspectives (paradigms) common to sociology including structural functional, symbolic interaction, and conflict theory. Identify key theorists with each. Demonstrate how each perspective sheds light on human social behavior. |
| 1.6 | Identify the research methods commonly used by sociologists including survey research, content/historical analysis, secondary analysis, controlled experiments, observation, participant observation, and case study. Explain the strengths and weaknesses of each. |
| 1.9 | Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research. |
| 2.2 | Explain the differences between the concepts: culture and society. |
| 3.6 | Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions, including re-socialization). |
| 6.9 | Explore the formation of group norms. |
| 10.9 | Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology. |

# PRIORITY STANDARDS

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## COURSE: French I

| Priority Standard | Description |
|---|---|
| 1.1.2 | Oral Request for Information: Make basic requests and ask simple questions. |
| 1.1.4 | Written Request for Information: Make basic requests and ask simple questions. |
| 1.1.5 | Strategies for Maintaining Oral / Written Exchanges: Use speaking and listening strategies that facilitate communication |
| 1.2.1 | Comprehending Oral Language: Understand and respond to basic greetings, requests, commands, and directions.<br>Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers. |
| 1.2.2 | Comprehending Written Language: Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts. |
| 1.3.1 | Presenting Oral Language: Present simple rehearsed material on basic topics.<br>Speak in simple, complete sentences to describe objects, self, and others |

# PRIORITY STANDARDS

## COURSE: French I

| Priority Standard | Description |
|---|---|
| 1.3.2 | Presenting Written Language: Write in simple, complete sentences to describe objects, self, and others |
| 1.3.3 | Strategies for Presenting Oral and Written Language: Use intonation and pronunciation comprehensible to instructor.<br>Use basic grammar and syntax |
| 1.4.1 | Practices: Recognize basic routine practices and customs.<br>Recognize situation-appropriate verbal and non-verbal communication. |
| 1.4.3 | Perspectives: Identify influences on practices and products, such as religions, history, geography, etc. |
| 1.7.1 | Recognize cognates and words shared between English and the target language. |
| 1.7.2 | Recognize and use level appropriate language structures. |
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# PRIORITY STANDARDS

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## COURSE: French II

| Priority Standard | Description |
|---|---|
| 2.1.2 | COMMUNICATION: Write and speak in a language other than English<br>Oral Request for Information<br>Make requests and ask questions for information. |
| 2.1.4 | COMMUNICATION: Write and speak in a language other than English<br>Written Request for Information<br>Make requests and ask questions for information. |
| 2.1.5 | COMMUNICATION: Write and speak in a language other than English<br>Strategies for Maintaining Oral / Written Exchanges<br>Use speaking and listening strategies that facilitate communication.<br>Examples: Identifying key words, using synonyms and antonyms |
| 2.2.1 | COMMUNICATION: Interpret information in a language other than English<br>Comprehending Oral Language<br>Understand and respond to familiar requests, commands, and directions.<br>Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers. |
| 2.2.2 | COMMUNICATION: Interpret information in a language other than English<br>Comprehending Written Language<br>Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts. |
| 2.2.3 | COMMUNICATION: Interpret information in a language other than English<br>Strategies for Comprehending Oral and Written Languages<br>Use cognates, familiar vocabulary, or word families to extract meaning.<br>Use strategies such as identifying context and purpose or scanning for specific information to extract meaning. |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| 2.3.1 | COMMUNICATION: Present information in a language other than English<br>Presenting Oral Language<br>Present rehearsed material on familiar topics.<br>Speak in complete sentences to describe objects, self, and others in greater detail. |
| 2.3.2 | COMMUNICATION: Present information in a language other than English<br>Presenting Written Language<br>Write short paragraphs to describe objects, self, and others in greater detail. |
| 2.3.3 | COMMUNICATION: Present information in a language other than English<br>Strategies for Presenting Oral and Written Language<br>Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy.<br>Use grammar and syntax with increasing accuracy. |
| 2.4.1 | CULTURES: Develop awareness of other cultures<br>Practices<br>Describe frequently encountered social practices.<br>Use situation-appropriate verbal and non-verbal communication. |
| 2.4.3 | CULTURES: Develop awareness of other cultures<br>Perspectives<br>Describe influences on practices and products, such as technology, current events, and scientific discoveries, etc. |
| 2.7.1 | COMPARISONS: Investigate the nature of language and culture<br>Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning. |
| 2.7.2 | COMPARISONS: Investigate the nature of language and culture<br>Recognize and use level appropriate language structures. |
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# PRIORITY STANDARDS

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## COURSE: French III

| Priority Standard | Description |
|---|---|
| 3.1.1 | COMMUNICATION: Write and speak in a language other than English<br>Oral Expression<br>Initiate, sustain, and close brief conversations in familiar social situations, both formal and informal.<br>Exchange detailed information and opinions on familiar topics. |
| 3.1.2 | COMMUNICATION: Write and speak in a language other than English<br>Oral Request for Information<br>Make requests and ask different types of questions in a variety of familiar situations. |
| 3.1.3 | COMMUNICATION: Write and speak in a language other than English<br>Written Expression<br>Exchange detailed information and opinions on familiar topics. |
| 3.1.4 | COMMUNICATION: Write and speak in a language other than English<br>Written Request for Information<br>Make requests and ask different types of questions in a variety of familiar social situations. |
| 3.1.5 | COMMUNICATION: Write and speak in a language other than English<br>Strategies for Maintaining Oral / Written Exchanges<br>Use speaking and listening strategies that facilitate communication.<br>Examples: Using synonyms and antonyms, using circumlocution, paraphrasing |
| 3.2.1 | COMMUNICATION: Interpret information in a language other than English<br>Comprehending Oral Language<br>Understand and respond to requests, commands, and directions of increasing variety and complexity.<br>Demonstrate comprehension of both authentic and non-authentic passages of increasing length and complexity. |

# PRIORITY STANDARDS

| Priority Standard | Description |
|---|---|
| 3.2.2 | COMMUNICATION: Interpret information in a language other than English<br>Comprehending Written Language<br>Demonstrate comprehension of longer, more complex passages in the target language by interpreting main ideas and supporting details from familiar text genres |
| 3.2.3 | COMMUNICATION: Interpret information in a language other than English<br>Strategies for Comprehending Oral and Written Languages<br>Use cognates, familiar vocabulary, word families, or cultural context to interpret passages.<br>Use strategies such as contextual guessing, identifying discourse structure, and transitional devices to interpret meaning and purpose. |
| 3.3.1 | COMMUNICATION: Present information in a language other than English<br>Presenting Oral Language<br>Present material, both rehearsed and impromptu, on a variety of topics.<br>Speak in more complex sentences to express a variety of emotions, opinions, or abstract ideas. |
| 3.3.2 | COMMUNICATION: Present information in a language other than English<br>Presenting Written Language<br>Write longer paragraphs to express a variety of emotions, opinions, or abstract ideas. |
| 3.3.3 | COMMUNICATION: Present information in a language other than English<br>Strategies for Presenting Oral and Written Language<br>Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy and fluency.<br>Use more complex grammar and syntax with increasing accuracy.<br>Use transitional and cohesive devices. |
| 3.4.1 | CULTURES: Develop awareness of other cultures<br>Practices<br>Describe social and cultural practices in the target language.<br>Use situation-appropriate verbal and non-verbal communication. |
| 3.4.3 | CULTURES: Develop awareness of other cultures<br>Perspectives<br>Describe, in the target language, influences on practices and products, such as concept of time, social etiquette, gender roles, ethnic groups, etc.<br>Examine culture through literary works from the target language and cultures. |
| 3.7.1 | COMPARISONS: Investigate the nature of language and culture<br>Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning. |

| Priority Standard | Description |
|---|---|
| 3.7.2 | COMPARISONS: Investigate the nature of language and culture<br>Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning. |
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# PRIORITY STANDARDS

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## COURSE: French IV

| Priority Standard | Description |
|---|---|
| 4.1.1 | Oral Expression • Initiate, sustain, and close more extended conversations in various social situations, both formal and informal. • Exchange detailed information and opinions on a variety of topics. |
| 4.1.2 | Oral Request for Information • Make requests and ask different types of questions in a variety of situations. |
| 4.1.3 | Written Expression • Exchange detailed information and opinions on a variety of topics. |
| 4.1.4 | Written Request for Information • Make requests and ask different types of questions in a variety of social situations. |
| 4.1.5 | Strategies for Maintaining Oral / Written Exchanges • Use speaking and listening strategies that facilitate communication. Examples: Using circumlocution, using synonyms and antonyms, making conjectures |
| 4.2.1 | Comprehending Oral Language • Understand and respond to requests, commands, and directions of increasing variety and complexity. • Demonstrate comprehension of extended authentic passages of increasing complexity. |

# PRIORITY STANDARDS

## COURSE: French IV

| Priority Standard | Description |
|---|---|
| 4.2.2 | Comprehending Written Language • Demonstrate comprehension of extended, more complex passages in the target language by analyzing main ideas, format and style from a variety of text genres. |
| 4.2.3 | Strategies for Comprehending Oral and Written Languages • Use strategies such as making logical inferences, applying cultural context, using word function, and knowledge of idioms, to analyze a variety of oral and written texts. |
| 4.3.1 | Presenting Oral Language • Present material, both rehearsed and impromptu, on a wide variety of topics. • Speak in paragraph-length or longer to entertain, explain, or persuade |
| 4.3.2 | Presenting Written Language • Write both fictional and non-fictional works of several connected paragraphs to entertain, explain or persuade. |
| 4.3.3 | Strategies for Presenting Oral and Written Language • Use intonation and pronunciation comprehensible to a sympathetic native speaker with increasing accuracy and fluency. • Use more complex grammar and syntax with increasing accuracy. • Use a variety of transitional and cohesive devices. |
| 4.4.1 | Practices • Analyze and reflect on cultural and social practices in the target language. • Use situation-appropriate verbal and non-verbal communication. |
| 4.4.3 | Perspectives • Analyze and reflect, in the target language, on factors that influence practices and products, such as politics, gender equality, environmental issues, etc. • Examine culture through literary works from the target language and cultures |
| 4.7.1 | Use elements of word formation to expand vocabulary and derive meaning. |

# PRIORITY STANDARDS

## COURSE: French IV

| Priority Standard | Description |
|---|---|
| 4.7.2 | Recognize and use level appropriate language structures. |
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# PRIORITY STANDARDS

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## COURSE: Spanish II

| Priority Standard | Description |
|---|---|
| 1C.1I | Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br>**Interpersonal**: Learners interact and negotiate meaning in spoken, gestured, or written conversations to share information, reactions, feelings, and opinions.<br>I can communicate in guided spoken, written, or gestured conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.<br>1C.1I.NH.a - I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. |
| 1C.2I | Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br>**Interpretive**: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.<br>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in spoken, written, or gestured contexts.<br>1C.2I.NH.a - In written texts, I can identify the topic and isolated facts from simple sentences in informational and/or short fictional texts.<br>1C.2I.NH.b - In conversations and discussions, I can understand familiar questions and statements from simple sentences in conversations. |
| 1C.P | Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br>**Presentational:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers.<br>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language supported by visuals and gestures.<br>1C.P.NM.a - I can present information about myself, my interests and my activities which includes likes and dislikes using a mixture of practiced or memorized words, phrases and simple sentences.<br>1C.P.NH.a - I can present personal information about my life and activities, using memorized simple sentences most of the time. |
| 2C.IC | Interact with cultural competence and understanding.<br>**Relating to Other Cultures by Interacting** - Learners use language to interact with others in and from another culture.<br>I can interact at a survival level in some familiar everyday contexts.<br>2C.IC.NL.a - I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.<br>2C.IC.NB.a - I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar and everyday situations. |

# PRIORITY STANDARDS

## COURSE: 2122 Spanish II

| Priority Standard | Description |
|---|---|
| 2C.CI | Interact with cultural competence and understanding<br>**Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures.**<br>Relating Cultural Practice and Products to Perspectives (Investigate)<br>I can investigate products and practices to help me understand perspectives in the target cultures and in my own.<br>2C.CI.N.a - In my own and other cultures, I can identify some typical products related to familiar everyday life.<br>2C.CI.N.b - In my own and other cultures, I can identify some typical practices related to familiar everyday life. |
| 4C.CC | Develop insight into the nature of language and culture in order to interact with cultural competence.<br>**Cultural Comparisons - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own.**<br>4C.CC.N - Novice: I can identify differences and similarities between my community and cultures of the target language. |
| 4C.LC | Develop insight into the nature of language and culture in order to interact with cultural competence.<br>**Language Comparisons - Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own.**<br>4C.LC.N - Novice: I can recognize the differences and similarities between my native language and through my learning of the target language. |

# PRIORITY STANDARDS

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## COURSE: Spanish III

| Priority Standard | Description |
|---|---|
| 1C.1I | Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br>**Specialized Standard - Interpersonal**: Learners interact and negotiate meaning in spoken, gestured, or written conversations to share information, reactions, feelings, and opinions.<br>Proficiency Benchmark: Novice - I can communicate in guided spoken, written, or gestured conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.<br>1C.1I.NH.a - I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. |
| 1C.2I | Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br>**Specialized Standard - Interpretive**: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.<br>Proficiency Benchmark: Novice - I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in spoken, written, or gestured contexts.<br>1C.2I.NM.a - In written texts, I can identify basic facts from memorized words and phrases when they are supported by visuals in informational and/or fictional texts.<br>1C.2I.NH.b - In conversations and discussions, I can understand familiar questions and statements from simple sentences in conversations. |
| 1C.P | Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br>**Specialized Standard - Presentational:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers.<br>Proficiency Benchmark: Novice - I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language supported by visuals and gestures.<br>1C.P.NM.a - I can present information about myself, my interests and my activities which includes likes and dislikes using a mixture of practiced or memorized words, phrases and simple sentences.<br>1C.P.NH.a - I can present personal information about my life and activities, using memorized simple sentences most of the time. |
| 2C.IP | Overarching Standard: Interact with cultural competence and understanding.<br>**Specialized Standard - Relating to Other Cultures by Interacting** - Learners use language to interact with others in and from another culture.<br>Proficiency Benchmark: Novice - I can interact at a survival level in some familiar everyday contexts.<br>2C.IC.NL.a - I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.<br>Behavior (NB)<br>2C.IC.NB.a - I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar and everyday situations. |

# PRIORITY STANDARDS

## COURSE: 2124 Spanish III

| Priority Standard | Description |
|---|---|
| 2C.CI | Overarching Standard: Interact with cultural competence and understanding<br>**Specialized Standard - Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures.**<br>Cultural - Relating Cultural Practice and Products to Perspectives (Investigate) (CI)<br>Proficiency Benchmark: Novice - I can investigate products and practices to help me understand perspectives in the target cultures and in my own.<br>2C.CI.N.a - In my own and other cultures, I can identify some typical products related to familiar everyday life.<br>2C.CI.N.b - In my own and other cultures, I can identify some typical practices related to familiar everyday life. |
| 3C.IP | Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.<br>**Specialized Standard - Acquiring Information and Diverse Perspectives - Learners access and evaluate information and diverse perspectives that are available through language and its cultures.**<br>Connections - Acquiring Information and Diverse Perspectives (IP)<br>Proficiency Benchmarks<br>3C.IP.N - Novice: With guidance and support from the teacher, I can access and evaluate basic information and perspectives that are available through the target language and its cultures. |
| 3C.MC | Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.<br>**Specialized Standard - Making Connections - Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively.**<br>Connections - Making Connections (MC)<br>Proficiency Benchmarks<br>• 3C.MC.N - Novice: I can connect content from other disciplines to the target language. |
| 4C.CC | Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.<br>**Specialized Standard - Cultural Comparisons - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own.**<br>Comparisons - Cultural (CC)<br>Proficiency Benchmarks<br>• 4C.CC.N - Novice: I can identify differences and similarities between my community and cultures of the target language. |
| 4C.LC | Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.<br>**Specialized Standard - Language Comparisons - Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own.**<br>Proficiency Benchmarks<br>• 4C.LC.N - Novice: I can recognize the differences and similarities between my native language and through my learning of the target language. |

# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Radio and Television I

| Priority Standard | |
|---|---|
| RTVI-1.1 | Demonstrate general safety rules for equipment operation and lab use. |
| RTVI-1.3 | Demonstrate proper equipment storage for safe transportation. |
| RTVI-2.1 | Identify and describe stages of scripting process |
| RTVI-2.2 | Construct scripts using established formats |
| RTVI– 3.1 | Demonstrate steps necessary to set-up, turn on, and operate equipment according to instructor's directions. |
| RTVI-3.2 | Demonstrate proper camera movement |

# PRIORITY STANDARDS

## COURSE: Radio and Television I

| Priority Standard | Description |
|---|---|
| RTVI– 3.5 | Demonstrate different editing methods, equipment, and techniques in the production of a story |
| RTVI– 3.6 | Demonstrate the use of a computer in broadcast/video production applications. |
| RTVI– 5.1 | Demonstrate proficiency in on-air performance. |
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# PRIORITY STANDARDS

*every COURSE serves a purpose*

## COURSE: Radio and Television II

| Priority Standard | |
|---|---|
| RTVII-2.1 | Identify sound patterns as ~~they relate to~~ microphone types |
| RTVII– 2.2 | Select the appropriate equipment for specific sound reproduction. |
| RTVII– 3.2 | Apply appropriate transitions. |
| RTVII-3.4 | Execute split audio/video effects. |
| RTVII-4.2 | Apply design principles to a specified studio taping. |
| RTVII-7.1 | Identify careers available in digital communications and the entertainment media. |

# PRIORITY STANDARDS

## COURSE: Radio and Television II

| Priority Standard | Description |
|---|---|
| RTVII-9.1 | Recognize and apply industry standard terminology. |
| RTVII– 1.2 | Formulate script ideas utilizing storytelling principles. |
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